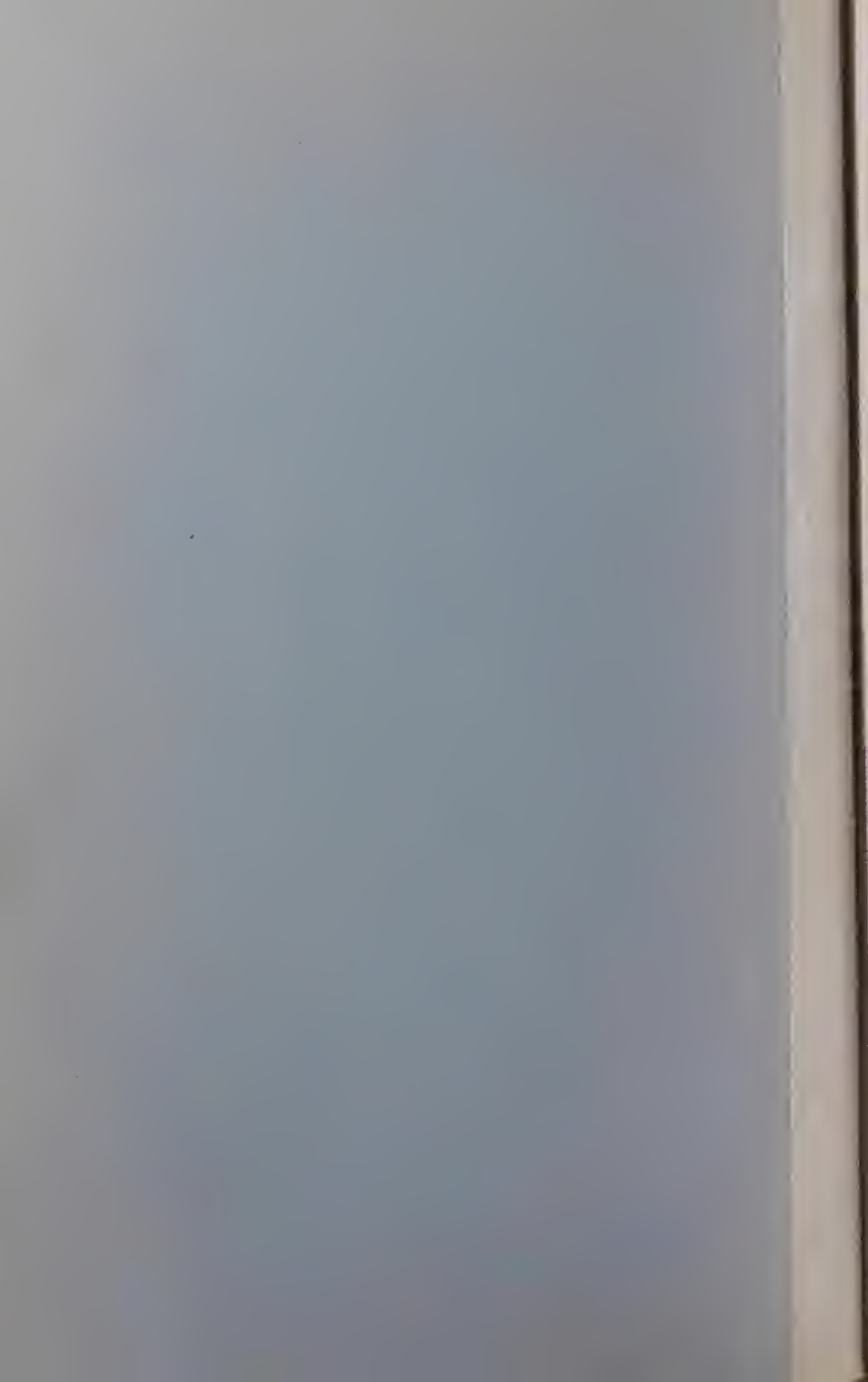
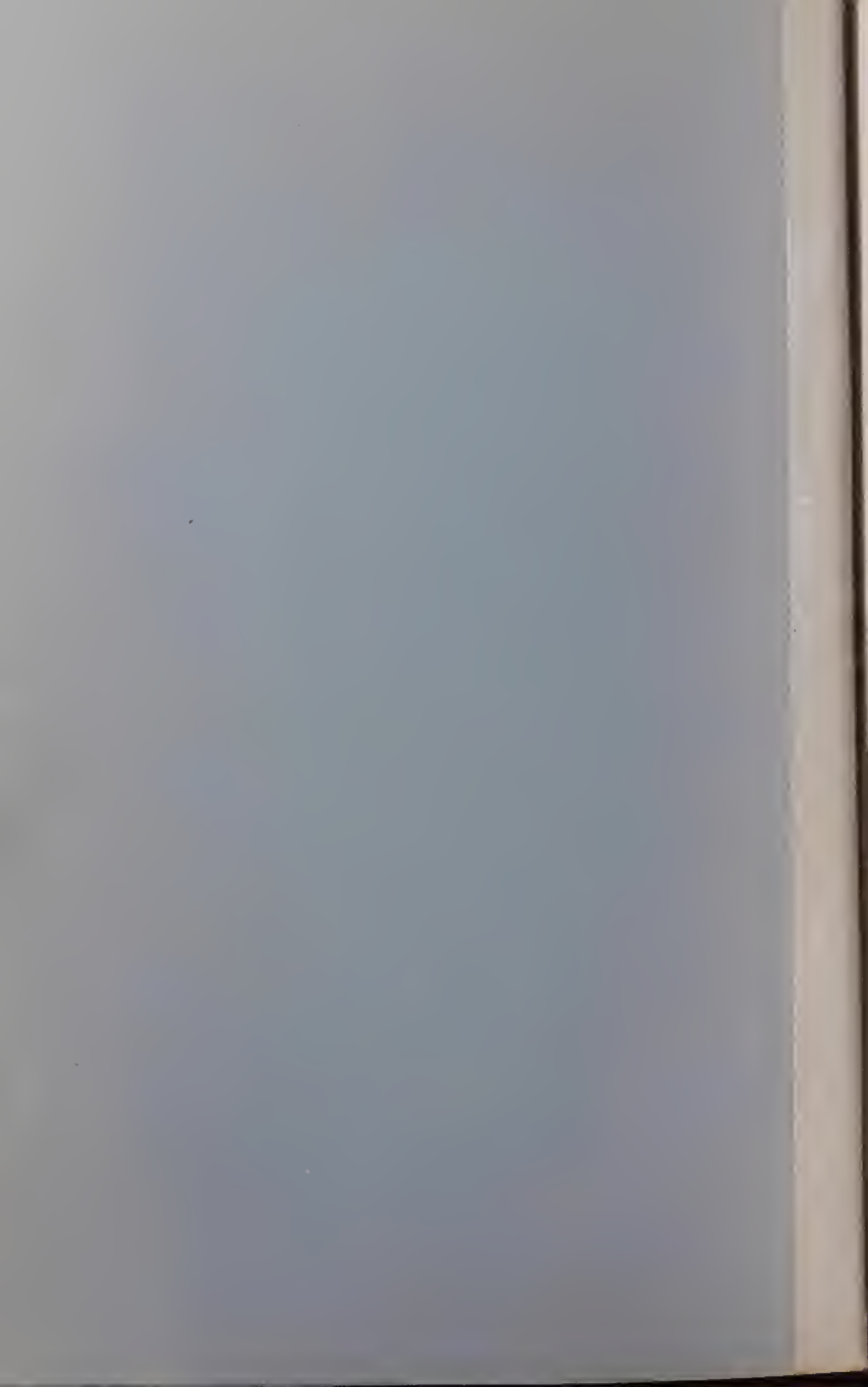


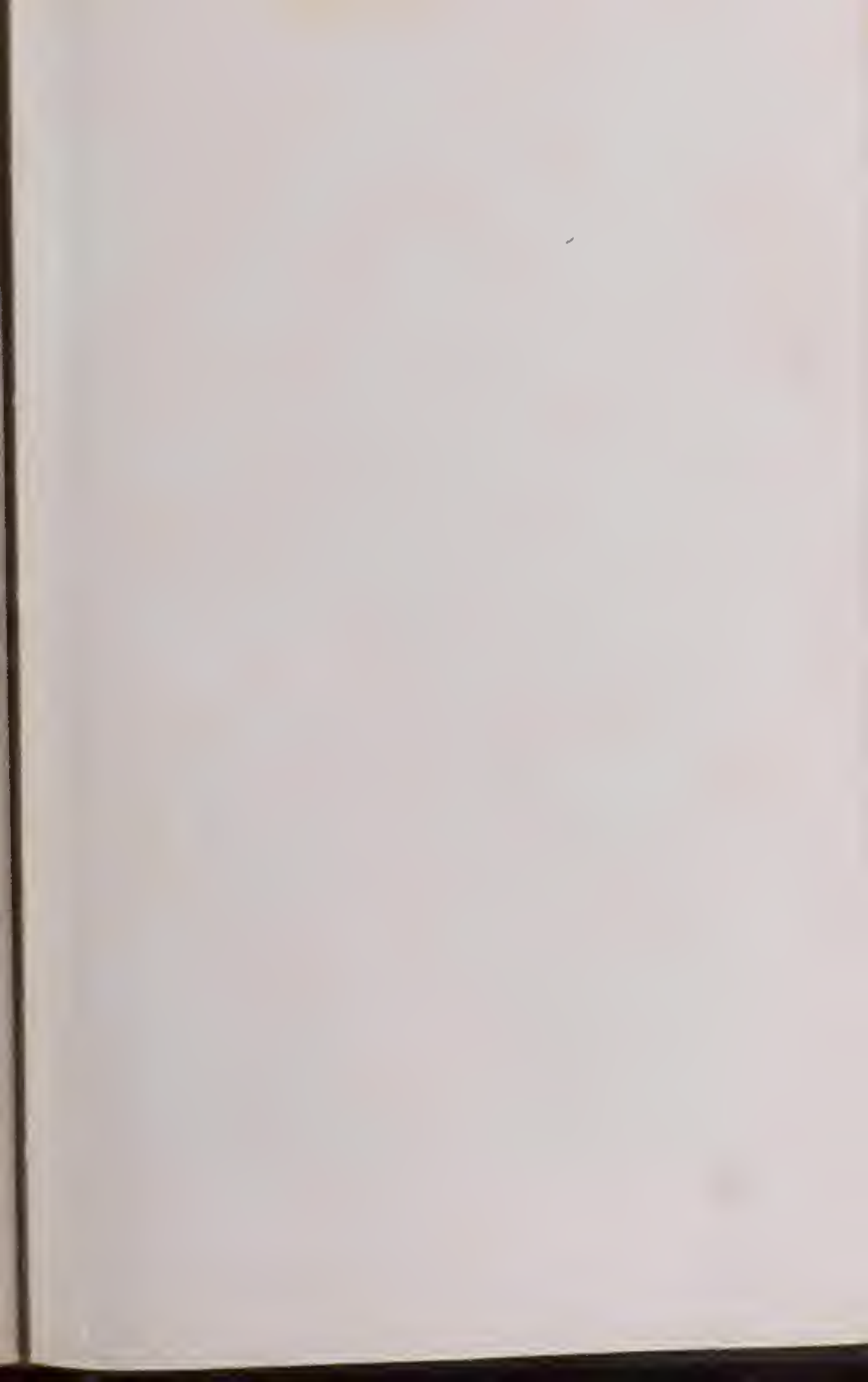


1934-35











METCALF TOWER

# FRANCES SHIMER JUNIOR COLLEGE

*and*

## PREPARATORY SCHOOL

[FOUNDED MAY 11, 1853]

MOUNT CARROLL, ILLINOIS

EIGHTY-SECOND YEAR

1934-35

*Member of the North Central Association of  
Colleges and Secondary Schools  
Member of the Association of Junior Colleges  
Accredited by the Illinois State Department of Education  
Certified by the American Medical Association  
for pre-medical study*

THE  
EIGHTY-SECOND  
ANNUAL CATALOGUE

for 1933-34

and

Announcements

for 1934-35

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## CALENDAR FOR 1934 - 35

1934

|       |    |           |   |
|-------|----|-----------|---|
| Sept. | 19 | Wednesday | First Semester opens. Registration completed. |
| Sept. | 20 | Thursday  | Classes begin 8:00 a. m.                      |
| Sept. | 22 | Saturday  | Reception to faculty and students.            |
| Oct.  | 3  | Wednesday | Last day for changes in registration.         |
| Nov.  | 29 | Thursday  | Thanksgiving Day.                             |
| Dec.  | 21 | Friday    | Christmas vacation begins 12:00 noon.         |

1935

|       |    |           |  |
|-------|----|-----------|--|
| Jan.  | 9  | Wednesday | Christmas vacation ends.<br>Classes resume 8:00 a. m.                |
| Jan.  | 30 | Wednesday | Final examinations begin.  |
| Feb.  | 2  | Saturday  | First Semester closes 4:00 p. m.                                     |
| Feb.  | 4  | Monday    | Registration for second semester completed,<br>4:00 p. m.            |
| Feb.  | 5  | Tuesday   | Second semester opens. Classes begin 8:00 a. m.                      |
| Feb.  | 19 | Tuesday   | Last day for changes in registration.                                |
| Feb.  | 22 | Friday    | Washington's Birthday.   |
| March | 29 | Friday    | Spring vacation begins 12:00 noon.                                   |
| April | 10 | Wednesday | Spring vacation ends. Classes resume 8:00 a. m.                      |
| May   | 11 | Saturday  | Founders Day.  |
| May   | 25 | Saturday  | Annual May Fete.   |
| June  | 5  | Wednesday | Final examinations begin.  |
| June  | 8  | Saturday  | Class Day.<br>Reception and exhibits.<br>Alumnae Association Picnic. |
| June  | 9  | Sunday    | Commencement Service.  |
| June  | 10 | Monday    | Eighty-second Annual Commencement.                                   |

## BOARD OF TRUSTEES

### *Officers*

\*J. SPENCER DICKERSON, *President*.  
WILLIAM E. GOODMAN, *Vice-President*.  
FLOYD C. WILCOX, *Secretary*.  
SAMUEL JAMES CAMPBELL, *Treasurer*.  
J. H. MILES, *Assistant-Treasurer*.

### *Members*

#### *Class of 1934*

S. C. CAMPBELL, Mount Carroll      HUGO VON OVEN, Beloit, Wisconsin  
SAMUEL JAMES CAMPBELL, Mount Carroll  
JESSIE MILES CAMPBELL, Mount Carroll  
MRS. EDWIN EWART AUBREY, Chicago

#### *Class of 1935*

\*J. SPENCER DICKERSON, Chicago      J. H. MILES, Mount Carroll  
ROBERT MAYNARD HUTCHINS, Chicago  
NATHANIEL MILES, Mount Carroll

#### *Class of 1936*

WILLIAM E. GOODMAN, Chicago      JOHN F. MOULDS, Chicago  
NORRIS L. TIBBETTS, Chicago      J. D. ELLIFF, Columbia, Missouri  
GEORGE ALAN WORKS, Chicago

\* Deceased



# OFFICERS OF INSTRUCTION

FLOYD CLEVELAND WILCOX, A.M., President.

A.B., Kalamazoo College, 1910; B.D., Union Theological Seminary, 1913; A. M., Teachers College, Columbia University, 1921; D.D., Kalamazoo College, 1932; Graduate Student, Stanford University, 1923-29; Cubberley Fellow in School Administration, Stanford University, 1929-30; Principal, Ningpo Academy, Ningpo, China, 1915-24; Professor of Education, Shanghai College, Shanghai, China, 1926-28; Dean of the Faculty, Shanghai College, 1927-28; Frances Shimer College, 28; Dean of the Faculty, Shanghai College, 1927-28; Frances Shimer Junior College, 1930—.

†WILLIAM PARKER MCKEE, A.M., B.D., President Emeritus, 1930-1933.

ANGELINE BETH HOSTETTER, Ph.B., Dean of Women.

Ph.B., University of Chicago, 1907; Graduate student, *ibid.*, 1909-10; Study in Paris, Summer, 1911; Graduate student, University of Chicago, Summer, 1919, and 1929; Greek Division, European Summer School, Bureau of University Travel, 1923; Leave of absence, 1925-26, for European travel; Certificat d'assiduité from the Sorbonne, Paris, for four months' graduate work in Latin Language and Literature, 1926; Study, Columbia University, Summer, 1931; Instructor, Central College, Pella, Iowa, 1908-09; Instructor, Frances Shimer School, 1903-04, 1906-06, 1910-11; Instructor in French, Annie Wright Seminary, Tacoma, Washington, 1911-14; Instructor in French and German, Christian College, Columbia, Missouri, 1915-16; Instructor in Latin, Frances Shimer School, 1916-17, 1918-25, 1926-30; Acting Dean, 1930-31; Dean of Women, 1931—.

\*ELIZABETH SCHUSTER, Principal in Piano.

Piano, Harmony and Composition, C. L. Capen; Organ, H. B. Whitney, Boston, 1893-96; Piano, private pupil of Barth; Organ, Grunke, Berlin, 1896-97; Piano, Joseffy, New York, Summer, 1909; Private studio, Grand Rapids, Mich., 1899-1905; Meredith College, Raleigh, N. C., Professor of Piano, Instructor of Harmony and Analysis, 1906-09; Carleton College, Northfield, Minn., Director, School of Music, Professor Piano, Organ, and Harmony, 1909-12; Shorter College, Rome, Ga., Head of Organ Department, Professor of Piano, Instructor in Harmony and Analysis, 1912-15; Frances Shimer Junior College, 1915—.

MARY ORENDA POLLARD, A.M., English.

A.B., Middlebury College, 1896; A.M., *ibid.*, 1900; Graduate student University of Nevada, 1901; Graduate student, University of Chicago, summers of 1904, 1906, 1906, 1925, 1926; Travel in England and Scotland, Summer, 1908, 1931; Instructor High-school, Middlebury, Vermont, 1897-1901; High-school, Sherburn, Minnesota, 1902-04; Township High-school, Evanston, Illinois, 1905-10; Head Resident, Pi Beta Phi Settlement School, Gallinburg, Tennessee, 1918-16; Frances Shimer Junior College, 1916-20, 1921—.

MABEL PETERS, M.S., Biological Science.

Principal of High-school, Petersburg, Michigan, 1916-18; A.B., Michigan State Normal College, 1921; M.S., University of Michigan, 1922; Summer School, University of Michigan, 1922, 1931; Assistant in Department of Botany, University of Michigan, 1921-22; Frances Shimer Junior College, 1922—.

ELLA FORTNA, M.S., Home Economics.

B.S., University of Nebraska, 1921; M.S., Iowa State College, 1924; High-school instructor, University Place, Nebraska, 1921-23; Peru State Normal, Summer, 1921; Nebraska Wesleyan University, Summers of 1922, 1923, 1924; Graduate student, University of Chicago, Summer, 1926; Frances Shimer Junior College, 1924—.

EDNA THOREN, A.M., French.

A.B., Lombard College, 1911; A.M., University of Illinois, 1914; McGill University, Summer, 1923; Institute of French Education, Penn State College, Summer, 1925; University of Wisconsin, Summers of 1916, 1919, 1921; High-school instructor: Boone, Iowa, one year; Galesburg, nine and one-half years; Oak Park, one year; European Travel, Summer, 1924; Student at Cours d'été, Université de Lille, Bologne-sur-Mer, France, Summer, 1927; Frances Shimer Junior College, 1925—.

† Deceased.

\* On leave of absence, first semester, 1933-34.

## FRANCES SHIMER JUNIOR COLLEGE

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### RUBY BAXTER, A.M., Mathematics.

A. B., Illinois Woman's College, 1919; A.M., University of Illinois, 1927; Graduate work, University of Chicago, Summer, 1923; Columbia University, Summer, 1931; Instructor in Mathematics, Danville High-school, 1920-23; Jacksonville High-school, 1923-26; Frances Shimer Junior College, 1927—.

### \*LAURA M. FLYNN, M.S., Physical Science.

B.S., Iowa State College, 1923; M.S., *ibid.*, 1927; Graduate work in Physical Sciences and Home Economics, *ibid.*, 1927-28; Instructor in Chemistry, Waterloo High School, 1923-25; Assistant in Chemistry, Iowa State College, 1925-28; Frances Shimer Junior College, 1928-31; Graduate study, 1931-32, Iowa State College, Frances Shimer Junior College, 1932—.

### MILDRED L. JAYNES, A.B., Physical Education.

A.B., Carleton College, 1924; Summer School, University of Minnesota, 1927; Study, Pavley-Oukrainsky Russian Ballet School, summer, 1932; Instructor in Physical Education, Grand Rapids, Minnesota, 1925-29; Frances Shimer Junior College, 1928—.

### RUTH SKELLIE, A.B., Secretary to the President.

A.B., Rockford College, 1928; Graduate work, University of Chicago, 1929; Frances Shimer Junior College, 1929—.

### ESTELLE COZINE, A.M., Speech, Dramatic Art.

B.M., Albion College, 1919; A.B., *ibid.*, 1920; A.M., University of Michigan, 1922; Professional theatre in New York City, including experience with the following: Provincetown Theater, Neighborhood Playhouse, Theatre Guild, student with Madame Præpeuskaya, 1925-26, Yale University School of the Drama, 1929-30; Instructor Albion, Michigan, High-school, 1921; Instructor Tarkio College, Missouri, 1923-25; Assistant, University of Michigan Summer School, 1923; Instructor, Bradley Polytechnic Institute, 1927-28; Frances Shimer Junior College, 1930—.

### DOROTHEA NEVIUS, A.M., Latin.

A.B., Northwestern University, 1924; Fellow in Classics, Northwestern University, 1924-25; M.A., Northwestern University, 1925; Study, University of Chicago, summer, 1925; Study, American Academy at Rome, summer, 1932; Instructor in Latin, Northwestern University, 1925-29; Frances Shimer Junior College, 1930—.

### ELIZABETH MOELLER, A.M., Graphic Arts.

A.B., University of Iowa, 1928; A.M., *ibid.*, 1931; Scholarship student, Pennsylvania Academy of Fine Arts landscape school, Chester Springs, summer, 1933; Associate member Iowa Art Guild; Assistant in Art, Experimental Schools, University of Iowa, 1928-31; Research in Art Education on Laura Spelman Rockefeller Foundation stipend, Iowa Child Welfare Station, 1929-31; Frances Shimer Junior College, 1931—.

### JUSTINE VAN GUNDY, A.M., English.

A.B., Monmouth College, 1923; A.M., University of Illinois, 1924; European travel, Summers, 1921, 1930; Instructor in English, University of Illinois, 1924-31; Frances Shimer Junior College, 1931—.

### ELDON R. BURKE, A. M., History.

A.B., Manchester College, 1922; A.M., University of Chicago, 1926; Study, Ohio State University, summer, 1930; University of Chicago, 1927-29; '31-'32; University of Chicago, summer, 1933; Instructor, high school, Plymouth, Indiana, 1922-24; sub-instructor, Manchester College, 1926; Professor, Ohio Northern University, 1927-31; Professor, Indiana University Extension, Summer, 1932; Frances Shimer Junior College, 1932—.

\* On leave of absence, first semester, 1933-34.

LOIS E. ENGLEMAN, B.S. in L.S., Librarian.

A.B., Millikan University, 1922; University of Colorado, summer, 1927; B.S. in L.S., Western Reserve University, 1931; Instructor, South Bend Junior High School, 1925-26; Instructor, Elkhart, Indiana, 1926-30; Librarian, Akron High School, Akron, Ohio, 1931-32; Frances Shimer Junior College, 1932—.

MARJORIE SCHOBEL, B.M., Voice.

B.M., 1930, American Conservatory of Music; Study, Cincinnati Conservatory of Music, 1922; Study, Chicago Musical College, 1924; Study, American Conservatory of Music, 1928-30; Study, Fontainebleau, France, summers, 1931 and 1932; Private and Professional work, 1923-25; Instructor of Voice, Kansas State College, 1925-28; Professional work, 1929-30; Instructor of Voice, University of Wisconsin, 1930-32; Instructor of Voice, Frances Shimer Junior College, 1932—.

\*BERTINE COLLINS, M.S., Home Economics.

Certificate, Michigan State Normal College, 1913-14; B.S., Columbia University, 1919-21; M.S., University of Chicago, 1926; Columbia University, summer, 1923; Instructor, Grand Rapids Grammar Schools, 1914-17; Instructor, Detroit Grammar Schools, 1917-19; Instructor in Home Economics, Pennsylvania State College, 1921-23; Instructor in Home Economics, Cornell University, 1923-24; Instructor in Home Economics, University of Texas, 1925-29; Frances Shimer Junior College, 1932-34.

\*ANITA HANKWITZ, M. Mus., Piano.

B.M., Northwestern University, 1926; M. Mus., *ibid.*, 1928; European study, 1930-31; Graduate study, Columbia University, 1932-34; Instructor, Piano and theory, Louisiana State Teachers College, Natchitoches; Assistant professor, Central College, Fayette, Missouri, 1928-30; Instructor in Piano, University of Wisconsin, 1931-32; Frances Shimer Junior College, 1933.

HELEN LUTTON, A.B., History.

A.B., Coe College, 1930; Chicago Normal College, 1930-31; Substitute in Chicago Public Schools, 1930-31; Frances Shimer Junior College, 1933.

LEOPOLD SCHWING, A.B., Violin.

A.B., Baldwin Wallace College, 1923; Western Reserve University, Graduate School, 1931; Summer Session, Fontainebleau School of Fine Arts, 1923; Private student of G. Remy, Paris, 1923; Carl Flesch and Richard Harzer, Berlin, 1923-25; Member of the Cleveland Orchestra, 1925; Professor of violin and theory, Case School of Music and the Parmelee Studios, Cleveland, Ohio, 1925; Professor of violin, theory and ensemble, Illinois College, Jacksonville, Illinois, 1925-28; Professor of violin and ensemble MacMurray College, Jacksonville, Illinois, 1928-33; Frances Shimer Junior College, 1933—.

FRIEDA SCHWING, Piano.

Graduate in Piano and Arts, Academy for Girls, The Hague, Holland, 1912; Student in Piano, Cologne Conservatory, Germany, 1913; Private pupil of Conrad Ansoerge, Berlin, 1919; Private pupil of Marie Hartzer-Silbbe, Berlin, 1920-23; Instructor in Piano, Academy for Girls, The Hague, Holland, 1911-12; Private instructor in Piano, Berlin, 1923-25; Instructor in Piano, MacMurray College, Jacksonville, Illinois, 1928-33; Frances Shimer Junior College, 1933—.

\* First semester, 1933-34.



## OFFICERS OF ADMINISTRATION

FLOYD CLEVELAND WILCOX, *President.*

A. BETH HOSTETTER, *Dean of Women.*

LOIS E. ENGLEMAN, *Librarian.*

MABEL LOUISE PETERS, *Head of College Hall.*

LOIS E. ENGLEMAN, *Head of West Hall.*

EDNA THOREEN, *Head of Hathaway Hall.*

RUBY BAXTER, *Head of McKee Hall.*

RUTH SKELLIE, *Secretary to the President.*

MRS. NELLIE SWEATT, R.N., *Resident Nurse*

PAUL K. MILES, *Assistant to the President.*

MARY D. MILES, *Accountant.*

ELLA M. FORTNA, *Head Housekeeper.*

LAURA M. FLYNN, *Dietitian.*

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CHARLOTTE S. HAGEMAN, *Alumnae Secretary.*

FRANCES F. HANLEY, *Representative.*

LAUREN A. KENNEDY, *Representative.*



## HISTORY

This institution is not an experiment: it is now educating the fourth generation of young women. It was opened on May 11, 1853, by two young women from New York State, Frances Ann Wood and Cinderella Gregory, the latter of whom withdrew from the work in 1870. For a period of forty-three years the institution was known as Mount Carroll Seminary and was administered by its founder, Mrs. Frances Wood Shimer. By her wish in 1896 it was transferred to a self-perpetuating Board of Trustees of fifteen members, representing the University of Chicago, the alumnae of the Seminary, and the citizens of Mount Carroll. From that date until 1931 the institution was known as "The Frances Shimer School." At the latter date the trustees authorized the use of the name Frances Shimer Junior College and Preparatory School, as a consequence of a reorganization by which the four-year junior college became the chief organization unit.

The College is not maintained for profit. All its resources are held in trust and all earnings are used to maintain and improve its work.

The hundreds of graduates and students of Mount Carroll Seminary are included as graduates and students of the College, and this large constituency, with traditions of culture and Christian service of over seventy-five years, furnishes a constant source of support.

The institution was one of the first to undertake junior college work. The initial junior college class was graduated in 1909 and for some years the enrollment in the college has over-shadowed that in the academy.

Convinced that another step in advance was necessary, the Board of Trustees in 1931 authorized a reorganization in the form of a four-year junior college, beginning with the eleventh high school year and continuing through the sophomore college year. The plan was based on the conviction that a new alignment in the educational structure was necessary in order to complete with the greatest efficiency the training of the general education period. A new alignment between high school and college was sought that could be psychologically justified. The four-year junior college is believed to be the institution where the problems relating to the co-ordination of high school and college can be taken up without prejudice and solved.

Since the retirement of the founder two incumbents have been appointed to the office of president. In 1897 Reverend William Parker McKee was called from the pastorate of the Olivet Baptist Church, Minneapolis, to be president. During his long administration all of the present very complete plant was built and the equipment acquired. He retired as president emeritus in 1930 after an uninterrupted service of thirty-three years. His death occurred in 1933.

Floyd Cleveland Wilcox became president in 1930.

## AIM

The purpose of the School is to train its students for life rather than for any particular college or vocation. It seeks to develop strong minds in strong bodies, to give a background of knowledge, to create tastes and standards of value, to instill principles of conduct that are worthy and Christian, and to inspire, through instruction and training, ideals that are democratic and altruistic, to the end that its students may realize their obligation to make some individual contribution to the common welfare. Through its environment and all its activities the purpose of the school is to stimulate an interest in the worth-while things of life—in health, in work, in play, in religion, and in the love of beauty in nature and in art.

Its concrete educational aim may be stated to be the integration of the mental, emotional, and physical life of its students. Intellectual alertness and physical vitality must be balanced by such emotional poise and stability as will provide a well-rounded personality. Neither great minds alone nor strong bodies, but vital, wholesome persons as well, are clearly held as aims.

The means to these ends are the various courses of study provided to supply knowledge, to develop skills, and to create and strengthen right attitudes; also the well organized and stimulating campus life in which both faculty and students play the major part.

## LOCATION

Mount Carroll, a town of 2,000 people, situated in northwestern Illinois, ten miles from the Mississippi River, is attractively located among picturesque hills. The neighborhood is justly celebrated for its beauty and healthfulness. The canyons formed by the erosion of the Waukarusa River are the scene of many picnics and outings and the objective of many hikes and camping expeditions. Mount Carroll is the county seat of Carroll County, and is exclusively a place of residence. The absence of mines, factories, or great industrial enterprises makes the community an ideal one for an educational institution of this type.

Mount Carroll is on the Omaha Division of the Chicago, Milwaukee, St. Paul & Pacific Railway, one hundred and twenty-eight miles west of Chicago. It is accessible, also, by automobile over state highways Nos. 27 and 40, by which excellent connections over paved roads are made with the Lincoln Highway and other great thoroughfares. Paved highways lead to urban centers in five different directions.

## EQUIPMENT

Frances Shimer Junior College has the advantage of eighty years of history, experience, and traditions; yet its equipment is entirely modern, having been rebuilt and enlarged since 1903. The plant consists of twelve buildings, solidly constructed of brick and stone, heated by steam from a central plant, lighted by electricity, and furnished with modern conveniences. The architecture is colonial. Each building was erected and equipped for the purpose it serves in the educational program of the institution. Adequate fire protection is secured by standpipes with hose connections on each floor and by fire escapes on every building where students reside.

### DEARBORN HALL

(1903)

This building for Instrumental and Vocal Music is named for Mrs. Isabel Dearborn Hazzen, formerly head of the Department of Music for over twenty years. It contains large, attractively furnished teaching studios and eighteen well-lighted and ventilated practice rooms.

### HATHAWAY HALL

(1905)

Hathaway Hall was named for Mrs. Mary L. Hathaway Corbett, of the Class of 1869, a sister of Mrs. Hattie N. LePelley, a former Trustee of the School, who gave liberally toward the erection and furnishing of the building. The three floors contain rooms for forty-five people, baths, and a common social room furnished by the Mount Carroll Seminary and Frances Shimer School Association of Chicago.

### WEST HALL

(1906)

West Hall is a well-equipped home for fifty people. On the ground floor is a large, homelike common room, with fireplace, that is a favorite gathering place for all students. The art studios are on the upper floor.

### METCALF HALL

(1907)

Metcalf Hall contains offices of administration, post office, bank, school bookstore, cloakrooms, class rooms, and auditorium. The auditorium is equipped with stage, curtain, and other facilities for school plays. The walls are adorned with pictures presented by various classes and individuals illustrating different periods of art and architecture, and including, among others, a plaster cast of a part of the frieze of the Parthenon, large photographs of the Roman Forum, the Parthenon, the



Cathedral of Florence, Michelangelo's "Jeremiah," the Cathedral of Amiens, Rembrandt's "Syndics," Durer's "Saints Mark and Paul," and St. Peter's Church.

The building is named in honor of Mrs. Sarah Metcalf, a life-long friend of the School, whose son, the late Dr. Henry S. Metcalf, was long president of the Board of Trustees. The School is indebted to the late Andrew Carnegie for a gift of \$10,000 toward the erection of this building.

### COLLEGE HALL

(1909)

College Hall provides an attractive home for college students, and social rooms for the use of the entire student body. The first floor contains a drawing-room 40 x 32 feet, a broad, spacious reception hall, a parlor, a dining-room, and a service kitchen.

### POWER PLANT AND LAUNDRY

(1911)

In the steam plant, from which all buildings are heated, are installed two tubular boilers of 150 and 225 horsepower. These boilers are served by Jones' underfeed stokers. The plant maintains an even pressure of steam in the radiators in rooms and halls throughout the institution.

The laundry, which is also in the building, is equipped with modern laundry machinery.

### THE INFIRMARY

(1913)

This building affords excellent equipment for the care of students in case of illness. The building contains a nurse's business office, two completely equipped, well-lighted and ventilated wards with a capacity of ten beds, bathrooms, two private rooms, and a kitchenette. A trained nurse is in constant residence.

### SCIENCE HALL

(1914)

Science Hall provides excellent facilities for the work in science. The first floor contains large, thoroughly equipped, modern laboratories for the work in Domestic Science. On the second floor are the Physics, Chemistry, and Biology laboratories, with all necessary modern appliances, and a commodious, well-appointed room for Mathematics.

### WILLIAM PARKER MCKEE HALL (1922)

William Parker McKee Hall, built by funds contributed by the Baptist Board of Education, of red pressed brick with stone trimmings, is four stories high. The ground floor contains the central dining-room. The other floors have a parlor for the use of students, a suite of rooms for the Dean of Women, a kitchenette, ample bathrooms, and rooms for fifty-six students and teachers. This building furnishes a home for college girls, and a dining-room for the entire School. This building is named for William Parker McKee in honor of the completion of twenty-five years of service as President.

### CAMPBELL LIBRARY

Campbell Memorial Library was erected during the year 1925 by funds furnished in part by Mr. George D. Campbell and Mr. S. J. Campbell of the Board of Trustees, and by Miss Jessie Campbell, '07. The School is also indebted to the late Senator William McKinley for a gift of \$5,000 for this building. It is named in honor of Mr. and Mrs. Robert Campbell, long friends of the institution. It is a two-story-and-basement building of the Colonial style of architecture, solidly constructed of brick, concrete and steel.

The benefit of much expert advice was enjoyed in planning the arrangement and equipment of the building, designed by the late C. A. Eckstrom, Chicago, and every care was taken to make it adequate for the purpose. It is finished in red oak, with rubber tile floors insuring the desired quiet. The equipment was furnished by the Library Bureau. The basement contains shelves for storage. The reading-room occupies the entire first floor. The present library of more than 7,000 volumes, besides many bound magazines and useful bulletins, is well catalogued and in charge of a trained librarian. The library is also supplied with many leading magazines and periodicals. The Hazzen Memorial Collection consisting of over 1,000 volumes was contributed by the late Mrs. Isabel Dearborn Hazzen from the library of her husband, the late Henry Wilmarth Hazzen, long a teacher in the School. The Hazzen Endowment provides for the development of the collection. Another valuable addition of books received during 1925 was the collection given by Mrs. Winona Branch Sawyer, '71, of Lincoln, Nebraska. The upper floor of the library is occupied by the Dickerson Art Gallery. One room in this building is devoted to the collection gathered by the Frances Shimer Historical Commission.

WINONA BRANCH SAWYER HOUSE  
(1926)

Winona Branch Sawyer House, a commodious home for the president, was the gift of Mrs. Winona Branch Sawyer, of the Class of '71. It is built of brick in the Colonial style of architecture in harmony with the other buildings of the group.

GYMNASIUM AND SWIMMING POOL  
(1929)

The College has improved its already splendid equipment by the addition of a modern gymnasium and swimming pool, for which ground was broken August 28, 1928. The building contains on the first floor a tile-lined swimming pool, 60 x 25 feet, showers, dressing rooms, drying-room, lockers, toilets, and modern facilities for the refiltration and sterilization of the water in the pool.

On the upper floor are the gymnasium, the office of the Director of Physical Education, examination rooms, equipment and cloak rooms, with additional showers, dressing-rooms, and lockers. The main room, 87 x 52 feet, gives ample space for all indoor games and all types of gymnastic work. At the south end of the room is an elevated stage with curtain, cyclorama setting, and a well-appointed, modern system of lighting. Adequate provision is thus made for the work of the Department of Speech and Dramatics.

The plans are the work of H. A. Anderson and Company, of Chicago, successors to the late C. A. Eckstrom, whose firm designed the other buildings on the campus, except Dearborn and Hathaway.





COLLEGE AND HATHAWAY HALLS





# GENERAL INFORMATION

## RELIGIOUS LIFE

As in other aspects of student life, the aim is to provide the atmosphere of a home in which religion will exercise its true function and afford opportunity for the expression of altruistic motives. The close relationship of student and teacher provides a desirable oversight of conduct and permits frequent conference regarding behavior difficulties.

Courses in Biblical history and teachings are provided in the curriculum. Sunday School classes, organized especially for Frances Shimer students, are maintained in the churches. The Y.W.C.A. affords opportunity for the expression of religious idealism and serves as a cohesive force among girls of different classes and ages.

## HEALTH

Conditions on the campus have been designed to safeguard the health of students. Only students in good health are received; young women who need the constant care of a physician are not desired. A physician's certificate of general good health is required of all applicants for admission. All students have physical examinations on entrance; records of weight, posture, etc., are kept; and the work in Physical Education is planned for each one on the basis of these records. All cases of illness are cared for in the Infirmary. The resident nurse cares for minor ailments, and in addition carries on an educational program in the maintenance of good health. In cases of serious illness the student employs a special nurse and a physician.

The food is wholesome and abundant. Parents and friends will assist in preserving the good health of the pupils if they will not send food or confectionery.

## SOCIAL LIFE

The educational process recognized by the School is organized on the idea that the whole life of the student is a unit. Under these circumstances the extra-curricular activities become second only in importance to the program of the curriculum. Social education is part of college training. The activities of the various student organizations not only supply adequate diversion but give valuable training in social co-operation and in worthy use of leisure. The social atmosphere of the School is wholesomely democratic. Every girl is expected to use and develop for the general benefit whatever social gifts she may possess. Appropriate dress, a pleasing manner, poise, graciousness, entertaining conversation, ability to appear at ease before an audience, are as much a part of the School ideal as are scholastic attainments. With the assistance of class counselors the students give class parties, lunches, dances, bazaars, teas, lawn fetes, con-

certs, and plays; they plan menus, arrange decorations, devise costumes and stage properties. Occasionally they write their own plays. A Brunswick Pantatrobe with many valuable records aids in the cultivation of an appreciation of the best in music.

The location of the School is exceptionally favorable for the cultivation of interest in out-of-door life and sports. Golf, tennis, hockey, basket-ball, captain-ball, skiing, coasting, cross-country walks, riding, and picnicking are parts of the daily life, contributing to appetite and sound sleep, and laying the foundations for physical health and mental poise.

### GUIDANCE

While guidance is often provided because of the excessive size of the group it is provided in Frances Shimer because the group is small. Every student has the right to succeed. If conditions interfering with success can be corrected by skilled attention and devotion it is the full duty of the institution to provide such means.

All teachers are experienced counselors and assist in the direction of studies to insure success by the removal of whatever obstruction is the cause of the difficulty. Success cannot always be assured but where wrong methods of study, wrong ways of getting along with people, wrong attitudes and wrong ideals interfere with the student's best achievement, much can be done by patient persistence and by the loyal co-operation of the student and her parents.

### THE DICKERSON ART GALLERY

The functions of the Gallery are twofold: it is planned and maintained as a means of creating, stimulating, and training a love of the beautiful in life and nature, and of facilitating the study of art and a knowledge of its history and methods. In developing the collection the policy is to select works of art which possess charm, beauty, and human interest. It includes oils and water colors, sculptures (both in bronze and in plaster), etchings, ceramics, textiles, and other examples of art that have aesthetic character.

The collection includes canvases by the distinguished American landscape painter, William Wendt; the noted portrait painter, Ralph Clarkson; Rudolph Ingerle; the late Walter Sargent; Edgar Forkner; E. Martin Hennings, and a water-color by Albert Worcester; a group of choice etchings representing the old and modern type of that art; a cast of "Her Son," presented by Miss Nellie Walker, the sculptor, and a cast of Lorado Taft's statue of Lincoln, The Lawyer. There have been added to

## GENERAL INFORMATION

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the Gallery recently a plaster head of a Child, by Leonard Crunelle, and an etching of the Interior of the Chapel of the University of Chicago, by Lucille Crunelle.

In addition to the permanent collection, which is installed on the second floor of Campbell Library, there are on exhibition from time to time loan collections to the end that interest in the beautiful may be aroused, and tastes so cultivated and refined that they will carry over and enrich all of life.

Exhibits during the last two years have been one of contemporary American painters loaned by the College Art Association as a gift of Professor John Shapley of the University of Chicago; another from the Iowa Art Guild, a group of outstanding Iowa artists; one of paintings and commercial designs of Mr. Frederick I. Good of Chicago; paintings of Florence Wilkins Furst; drawings and paintings from the special children's classes at the Boston Museum School; and a Foreign and American Poster Exhibit circulated by the American Federation of Arts, Washington, D. C.; paintings of fifteen Illinois artists; temperas and silhouettes by Paula Reese Good; water colors by Herbert Sanborn, Director of the Davenport Art Gallery; and prints of Rafael, Michel Angelo, and Leonardo Da Vinci, loaned by the Davenport Gallery.

Rockwell Kent and Irma Rene Koen have been recent Art lecturers.

The growth and usefulness of the art collection depend upon the interest and co-operation of students and friends. By the help of gifts of money and of works of high artistic merit the collection may become of increasing service to students and to the community.

## CULTURAL RESOURCES

A definite program of recitals, lectures, and conferences is maintained throughout the year. Artists, lecturers, and men and women successful in various professions visit the campus frequently during the year. Formal presentations on the platform of Metcalf Hall or on the stage of the gymnasium and informal round-table discussions in the Lounge of West Hall bring to the students the experience of men and women whose achievements have won wide recognition. A partial list of such events for the season of 1933-34 is given below:

Rockwell Kent, *In Defense of True Art.*

Green Curtain Dramatic Club, *Alice-Sit-By-The-Fire.*

Illinois Artists Show—Dickerson Gallery.

Virginia Roediger, Goodman Theatre, Chicago, *Costume Recital, Fashions of Other Ages.*



## FRANCES SHIMER JUNIOR COLLEGE

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Professor Marshall M. Knappen, University of Chicago, *The English Way of Life*.

Ruth Stelhorn Mackensen, '18, Oriental Institute, University of Chicago, *Medieval Moslem Libraries*.

Dr. Joseph C. Murley, Northwestern University.

Tony Sarg Marionettes, *Uncle Remus Stories*.

Dr. Frederick L. Shannon, Central Church, Orchestra Hall, Chicago.  
*A Capella Choir*, Augustana College.

Professor Clyde Hart, Department of Sociology, University of Iowa.

Professor Florence E. Jansen, Department of Political Science, Rockford College.



## STUDENT ORGANIZATIONS

Believing that direction may be given in the worthy use of leisure and that students should be given an opportunity to effect social contacts in groups voluntarily organized to pursue common interests, club life is encouraged. Membership, though not compulsory, is strongly urged.

### STUDENTS' ASSOCIATION

The Students' Association to which every member of the Junior College belongs maintains self government in the Junior College residence halls. Effort is made to develop a feeling of responsibility by gradually giving the students opportunities for greater self-direction.

Regular meetings of the Association are held once each month. The executive committee meets each Friday with the faculty counsellor to discuss the plans and problems of the students.

### YOUNG WOMEN'S CHRISTIAN ASSOCIATION

This organization maintains a weekly discussion-meeting, encourages social life among the pupils, sends delegates to national students' gatherings, takes charge of Sunday evening meetings occasionally, and seeks in various ways to stimulate religious interest among the pupils and interest in philanthropic work in the world.

### FRANCES SHIMER PUBLISHING ASSOCIATION

*Frances Shimer Record* is a student publication, issued four times a year. Its purpose is to give students experience in expressing themselves easily, clearly, and pleasingly in writing, and to afford opportunity for the publication of worth-while pieces of work in prose and poetry that may be produced. The management is in the hands of students, faculty advisors being appointed to counsel the officers in the task of editing and managing the publication.

### ATHLETIC ASSOCIATION

The purpose is to arouse greater interest in physical education, stressing the enjoyment of sports and athletics, and the development of sportsmanship. The Athletic Association works in close co-operation with the Physical Education Department. It sponsors the Inter-class hockey game on Thanksgiving Day; the hockey spread; a class basket-ball tournament; the basket-ball banquet; a bob-ride; five- and ten-mile hikes; the May fête; golf and tennis tournaments, and swimming meets.

### ART CLUB

The Art Club is organized to co-operate with the Commission of the Dickerson Art Gallery in the procuring and arranging of exhibits and in stimulating among students interest in the aims and activities of the Gallery. In the monthly meetings of the Club attention is directed by programs and informal talks to contemporary art. The Club members

are occasionally invited to the homes of art collectors or the studios of professional artists. Journeys to art centers within a one hundred and fifty mile radius are made annually. The Art Club takes direct responsibility for teas and coffees given at current art exhibits and for visiting artists. Valuable social training as well as artistic is thereby received.

The Club is open to students of Art History, Graphic Arts, and to a limited number of students interested in art but not enrolled in art courses. The Club pin is a small symbolical gold palette with brushes.

### DRAMATIC CLUB

The Green Curtain Dramatic Club is an organization open to all students. Try-outs are held early in the fall under the supervision of the dramatic director. The Club gives two major productions during the year. Its members appear in the casts for the Christmas and Easter festivals as well. There is a general monthly business meeting followed by a program. The Club in association with the classes in Art History sponsors a special trip to Chicago to visit the theatres and art centers. The Club seeks to promote appreciation of the best in drama, and to offer an outlet for expression in the creative arts of the theatre.

### THE BOOK CLUBS

The Book Clubs are organizations of girls especially interested in the study and enjoyment of the best in the contemporary literature, novel, poetry, drama, and essay. The groups meet informally before the fire on Sunday afternoons to engage in conversation about recent books and authors. Free exchange of opinion is encouraged, supplemented by discussion of a leader and excerpts from periodical reviews.

### INTERNATIONAL RELATIONS CLUB

The Club seeks to gain appreciative understanding of the grounds of difference between the customs, opinions, achievements, and aspirations of foreign peoples and Americans. Russia and India have been discussed in previous years.

### LATIN CLUB

The Latin Club is organized under the name *Fori Sociae Sorores*. Membership is coveted among the members of the Latin Classes and is dependent upon scholastic standing. The function of the Club is both social and educational. The members meet once a month.

The program for the year included formal initiation of new members; two programs presented by the members of each Latin Class dealing with Roman men, customs, literature; and a Roman Banquet, at which the toga-clad guests reclined in true Roman fashion and dined from characteristic Roman dishes.

Through the Latin Club the *Eta Sigma Phi* medal for excellency in Latin is presented to eligible candidates.



## STUDENT ORGANIZATIONS

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### DELTA PSI OMEGA

The National Honorary Dramatic Society, Delta Psi Omega, strives to uphold a high standard in both scholastic and dramatic endeavor by initiating into its membership only those girls who have done outstanding and efficient work in playwriting, acting, or production. The connection with other chapters of the national society inspires all dramatic club members to greater effort, and aids in the production of a higher type of play at Frances Shiner.

### TRAVEL CLUB

The aim of the Travel Club is to stimulate an interest in travel. Through the personal accounts of experienced travelers and the reading of available travel literature it is believed that the members of the Club will gain an appreciation of the cultural attainments of foreign peoples, together with a conception of the scenic beauties of their homelands.

### AS YOU LIKE IT CLUB

The Club is a voluntary organization for social and recreational purposes. Informal meetings are held each month. Interest in philanthropic work is stimulated by using the dues for a special project in Mount Carroll.

### THE SPLASH CLUB

This Club is open to girls who have a special interest in swimming and a desire to improve their ability in this sport. Perfection in strokes, speed, and endurance as well as the Red Cross Life Saving tests prove interesting material for work.

### COLLEGE GLEE CLUB

The Club is open to all voice students. Other students interested in ensemble singing are eligible upon a short examination for sight reading, accuracy in pitch, and rhythm. It is the purpose of this organization to stand for the highest type of ensemble singing and to become an a cappella organization.

The Glee Club meets two periods each week and every member is expected to attend regularly, unless excused by the Dean.

Opportunities are presented in various paths such as choir, club, and school programs. Solo voices are given ample opportunity to develop.

### THE CHORISTERS

This organization is composed of a limited and talented group of singers selected from the Glee Club who do regular choir work and give numerous programs both in this and neighboring towns. Several costumed

recitals using duets, trios, quartettes, and other special arrangements are an interesting feature of this organization.

It is suggested that any aspirants for either of these organizations include a simple black dress and hat suitable for singing with a group, (used until spring) and a white dress for the concerts during the spring semester. Uniformity in appearance is most desirable in an organization of this type.

### PHI THETA KAPPA

The Beta Sigma chapter of Phi Theta Kappa, Junior College Scholastic Honorary Society, was installed in 1932. Membership in this society is limited to the upper ten per cent of the student body of the Upper Division, providing the average grade is not lower than B. The members have made many plans for the future work of the society.





## THE JUNIOR COLLEGE

In the reorganization of the American school system there is a tendency to redistribute the work of the high school and the college, and to include in the period of secondary education the first two years of college work. The new institution, the junior college, is today doing an increasing proportion of the work of the college Freshman and Sophomore years. It is a significant fact that of the more than four hundred junior colleges now in existence only thirty-six were established prior to 1913, and only fifteen are reported to have been established prior to 1907. Frances Shimer Junior College organized its first junior College class in 1907 and since 1909 has graduated successive classes.

For students who wish to avoid the mass segregation and consequent inattention to individual needs that characterize our universities the well-organized junior college of high academic standing offers an excellent preparation for the more specialized work of the upper years of the university and the graduate school. The successful transition from the relatively sheltered and directed life of the high school period to the more strenuous self-directed life of advanced university work is more nearly assured by attendance at a junior college where attention is directed both to high educational standards in harmony with university requirements and to training in the acquisition and expression of those individual and social controls that ensure adequate stability of character.

The many opportunities for exploring and testing one's abilities and interests within the field of the curriculum as well as by means of the social and cultural resources available make the junior college an unexcelled institution for those who wish to conclude their formal education with the expiration of the junior college years.

In a junior college the instructors do not teach their students merely as prospective graduates at the conclusion of four years of work in liberal arts, nor is the curriculum designed chiefly to facilitate elementary preparation in studies that become most interesting and useful beyond the junior college years. Rather it is true that students themselves are of immediate concern and that courses of instruction have relatively immediate objectives or directly promote interests and aptitudes already developed.

### ORGANIZATION

The plan of organization is based upon the thesis that the needs of the students should govern the structure of the program under which they do their work. The physical, mental, and emotional characteristics of students included in the eleventh and twelfth high school years and in the Freshman and Sophomore college years are so similar that for purposes of efficient organization and administration these four years are integrated into one group, the first year being designated Freshman, the second Sophomore, etc. Administratively, the integration is now complete

and parallel changes in the curriculum are being made as rapidly as the requirements of universities permit. Consequently, the last two high school years and the first two college years are administered as one group both in respect to classroom organization and procedure and to extra-classroom life and activities.

Since the middle point of the four-year program is identical with high school graduation, particular care is taken to satisfy standard entrance requirements of four-year colleges and universities.

The organization of the college reveals the very liberal conception of education. It is held to be something more than the entrance requirements of universities seem to imply. Consequently, the rich life-bearing fields of the fine arts are placed on a level equal to that of the subjects more readily accepted by the universities. Very generous minima of time spent in study in these fields are allowed for graduation and no restrictions in the nature of special fees are placed around them. All work in speech and the expressional aspects of language are likewise without restriction open to all qualified students.

The ninth and tenth high school years are organized into the Preparatory School, a description of which is to be found in another section of this catalogue, (see page 69). Chief attention is given to the fundamental studies in order that when opportunity in the junior college provides participation in broader fields of study and activity full advantage may be taken of it. Additional work in music, art and speech may be taken during this period providing the quality of the scholastic work warrants. A system of special fees governs admission to these studies in the Preparatory School.

## ADMISSION

Application for admission is made on a special application form which will be furnished upon request. When accompanied by a registration fee of ten dollars for reservation of a room, the application is officially recorded. This amount is later credited to the semester fee.

Entrance examinations are not required, although certain psychological tests are given at a time near the beginning of the academic year.

Students will be admitted to full junior college standing (eleventh high school year) upon presentation of seven acceptable units completed in a high school accredited by the North Central Association of Colleges and Secondary Schools or by other recognized standardizing agencies. Students will be admitted to full standing in the junior year of the Junior College (equivalent to college freshman) upon presentation of sixteen units from a four-year high school or twelve units from a senior high school accredited by the above mentioned accrediting agencies. A unit in any subject represents the equivalent of five class meetings a week for a year of approximately thirty-six weeks. Classification will be accorded



## THE JUNIOR COLLEGE

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when the certified list of credits is presented. A candidate for admission also must furnish evidence of good moral character and honorable dismissal from the school last attended.

### MARKING SYSTEM

The letters A to E are symbols used to indicate the degree of proficiency in any subject and may be interpreted as follows:

A—Superior

C—Average

B—Above average

D—Below average

E—Failure

The average or C group constitutes from 40 to 60 per cent of the students in each class according to the judgment of the instructor who is governed in the distribution of grades in classes enrolling ten or more students by certain elastic maximum and minimum percentage limits agreed upon by the faculty. The letter D represents the passing grade.

As a rule condition grades are not assigned by the faculty. Where special conditions prevail, however, which are not the result of a student's inattention to her studies, incomplete work may be made up with the consent of the instructor. A student who receives a final examination grade of E in any subject may request a second examination, providing the average grade in that subject for the semester is not less than C. Such an examination, however, must be taken not later than four weeks after the beginning of the next ensuing semester, and when taken may not result in a final semester grade higher than C.

Supplementing the marking system is the grade point system, which serves to set definite standards of achievement in terms of amount and quality of work. Grade points are assigned in the following manner:

A grade of A earns 3 grade points for each semester hour of credit.

A grade of B earns 2 grade points for each semester hour of credit.

A grade of C earns 1 grade point for each semester hour of credit.

A grade of D earns 0 grade points for each semester hour of credit.

Students in the lower division normally carry sixteen hours of work each semester and in the upper division fifteen hours.

Reports are sent to parents at the end of the first six weeks and at the close of the semester. Reports of students registered in the Preparatory School are sent to parents also at the end of the second six weeks' period. Additional reports will be sent upon request to parents at any time.

### REQUIREMENTS FOR GRADUATION

The diploma of the Junior College will be granted upon the completion of one hundred twenty-four (124) semester hours' credit in the four years' course, or of 60 hours in the upper division. Sixty-four semester

hours, or enough to complete 16 high school units, must be completed in the lower division if a certificate of graduation from high school is desired.

A minimum residence of one year is required for the diploma of the Junior College and for the high school graduation certificate. Six semester hours of English in the upper two years are required of all candidates for the Junior College Diploma; the remaining fifty-four hours of the upper division may be selected to meet the requirements of the institution to which the student expects to transfer upon the completion of her course, or in work adapted to make the Junior College a completion school. Physical Education (four thirty-minute periods a week) is prescribed for all students.

For the diploma of the Junior College a number of grade points equal to the number of semester hours of credit must be secured. This signifies an average grade of C. For recommendation to college or university the same degree of proficiency must be achieved. Preferred recommendation, however, is given to students who rank in the upper two-fifths of their class. Credits of students whose average grade is below C will be transferred upon request to another institution, but without recommendation.

## SCHOLARSHIPS AND AWARDS

### *Self-Aid Scholarships*

A limited number of opportunities for self-help are available to deserving students whose scholarship record warrants expenditure of time in such work. No assignment is made which interferes in any manner with the requirements of study. Remuneration varies with the type of work and degree of responsibility required. Applications should be made to the Dean of Women.

### *Scholarships for Daughters of Ministers*

Scholarships having a value of one hundred dollars per year are granted to daughters of ministers in active service. Such students are required to maintain an average high C standing.

### *Scholarships for Students of Superior Ability*

Scholarships for students of superior ability are usually granted for a period of two years. The sum available is divided into two equal parts, each part payable in two equal semi-annual instalments. Scholarships of this character are granted to students whose previous record reveals exceptional merit in both scholastic and leadership ability. In general, holders of such scholarships are required to maintain an average grade of B in their studies and to exhibit praiseworthy traits of character. The following groups of scholarships are available.

Scholarships amounting to two hundred dollars each and payable as described above may be granted to students making application for entrance to the upper division for the first time.

## THE JUNIOR COLLEGE

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A senior scholarship amounting to one hundred and fifty dollars may be granted in recognition of outstanding mental and personal qualities to a Frances Shimer student who has completed the work of the junior year.

Two scholarships amounting to five hundred dollars each may be granted to new students entering the first year of college (junior high school year), payable one hundred dollars per year in the lower division and one hundred fifty dollars per year in the upper division.

On recommendation of the faculty, two honor scholarships amounting to three hundred dollars each, payable one hundred fifty dollars per year, may be granted to Frances Shimer students who have completed the work of the lower division.

### *Educational Aid Association Scholarship*

The Educational Aid Association of Frances Shimer Junior College provides an annual scholarship of one hundred and fifty dollars, which is awarded on the basis of deserving need.

### *The President's Prize*

A prize of fifteen dollars is given to the student in the upper division who in the judgment of the instructors of English shows greatest merit in creative writing. Kathryn Rietdyk and Mary Virginia Maginnis shared this prize in 1933.

### *The Ileen Bullis Campbell Prize*

The Ileen Bullis Campbell Prize in History is an annual award of twenty-five dollars for excellency in the field of History. No prize was awarded in 1933.

### *The Jessie Miles Campbell Prize*

A prize of twenty-five dollars, given by Miss Jessie Miles Campbell, is awarded for excellence in Latin. Elizabeth Wahl was the winner of this prize in 1933.

### *The James Spencer Dickerson Prize*

A prize of twenty dollars is offered by Dr. James Spencer Dickerson to the student who shows the greatest amount of progress in Art. In 1933, the prize was divided, one-half being awarded to Ramona Allen of the Upper Division, and one-half to Nancy Wheeler of the Lower Division.

### *The Dramatic Club Prizes*

The Dramatic Club offers two annual awards of ten dollars each, one for excellence in Acting, and one for excellence in Stage Production. The names of the recipients of these honors, as selected by a joint committee of faculty and Dramatic Club members, are engraved on the silver plaque which hangs in the Green Room. In 1933 the prize in Acting was divided and awarded to Elizabeth Wahl and Priscilla Le Pelley. The prize in Production was awarded to Ramona Allen.



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### *The Elizabeth Percy Konrad Trophy*

The Elizabeth Percy Konrad Trophy for excellence in English was presented in 1926. The name of the student in the graduating class who does the best work in English for the year, as recommended by a committee appointed for the purpose, is engraved on a large silver cup. Mary Kathryn Strauch won the trophy in 1933.

### *The Golf Trophy*

A golf trophy, a silver cup, bears the name of the winner of the annual tournament.

### *The Tennis Trophy*

A tennis trophy, a silver cup, bears the name of the winner of the annual tournament.

### SUSAN C. COLVER LECTURESHIP FUND

The late Mrs. Susan E. Rosenberger, with her husband, Jesse L. Rosenberger, of Chicago, endowed the "Susan C. Colver Lectures" in honor of Mrs. Rosenberger's mother by giving certain securities to the School. The lecture for 1933-34 was given by Mr. Rockwell Kent, entitled "In Defense of True Art."

### EXPENSES FOR THE COLLEGE YEAR

Beginning with 1931-32 the policy of charging a single inclusive fee covering the total expense for the year was inaugurated. There are no special fees of any kind for regularly elected courses described in the catalogue or for many other services provided by the College. All fields of study and all instructional facilities, therefore, are open to all students without special charge, irrespective of the kind of study undertaken.

*Tuition and living for the academic year, \$740*

This single fee includes the charge for board, room, laundry, and all academic instruction as formerly, and in addition includes all special fees previously charged, such as class work and private lessons in music, public school music, harmony and analysis, voice, art, and speech, use of practice rooms, library, swimming and swimming instruction, gymnasium instruction, the secretarial course, laboratory courses in physics, chemistry, biology, physiology, foods, clothing, and all courses in home economics, graduation, and special lectures and entertainments provided by the school. No charge is made, as formerly, for extra studies taken in addition to the prescribed number. The facilities of the Infirmary as well as the services of the nurse are available to students without charge. This includes common remedies appropriately dispensed by a nurse without a physician's prescription, the dressing and treatment of infections, bruises, and wounds, and infirmary service in cases of illness. Cases of prolonged illness are hospitalized upon a physician's order. Certain courses in home

## THE JUNIOR COLLEGE

economics and art where materials are measured or used according to the taste and desires of the individual and become the property of the student involve a charge for the actual materials consumed or used.

A registration fee of ten dollars is required when the application is submitted. The name of the applicant is then entered officially in the roster of new students. That amount is later credited to the semester fee. If for any reason withdrawal becomes necessary, the registration fee will be refunded, providing notification is received before August 1 and January 1 of the first and second semesters respectively.

Students living in the vicinity of Mount Carroll who do not wish to become residents of the School may pay a fee of \$100 for the college year. This includes all special fees of whatever nature, except those of the Infirmary.

Rooms are generally planned to accommodate two students. When a room is occupied by only one student, a charge of thirty dollars per semester is made.

### TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the index on each class registration card is necessary before students are admitted to classes. All accounts, including those owed to the College Book Store, must be settled in full before permission is given to take the final semester examinations, January 30 and June 5, 1935. No reports, statements of scholastic standing, or diplomas are issued until all accounts of whatever character are settled in full. Students entering for the second semester only will pay at the rate of \$400.00 for the semester.

#### HOUSE STUDENTS

|   |          |
|---|----------|
| Due on or before September 19, 1934-                        |          |
| For the first semester .....                                | \$100.00 |
| The \$10 registration fee will be credited on this payment. |          |
| Due January 1, 1935, and payable not later than February 4  |          |
| For the second semester .....                               | \$100.00 |

#### DAY STUDENTS

|  |          |
|--|----------|
| Due on or before September 19, 1934.                       |          |
| For the first semester .....                               | \$100.00 |
| Due January 1, 1935, and payable not later than February 4 |          |
| For the second semester .....                              | \$100.00 |

Expenses for Preparatory School Students may be found on page 70.

### MISCELLANEOUS EXPENSES

The amalgamation of all fees into a single comprehensive fee was made for the purpose of informing all parents regarding their maximum liability to the College. Certain miscellaneous expenditures for the purchase of books and supplies are necessary. It is desirable that these be kept at a minimum and the co-operation of parents is sought in limiting the monthly allowance for the sake of a wise economy.

## FRANCES SHIMER JUNIOR COLLEGE

The College Book Store stocks a supply of all books, supplies, and stationery, and in addition keeps for sale toilet goods and articles commonly required by students. Students may pay cash or maintain a charge account, an itemized copy of which is sent periodically to parents and is due upon presentation. The Store has for sale a very well arranged student's account book with perforated monthly expense summaries which may be detached and sent to parents. It is recommended that parents require the keeping of such an account and by this means encourage accurate justification of all expenditures.

While most incidental expenses are governed by purely personal inclinations, a few that are commonly incurred by all students may be mentioned. A student is required by her class to pay class dues of about \$4.50 per year, a large part of which is used to defray expenses of the class prom. Clubs to which a student may belong request small contributions for special occasions. For all such purposes it is probable that ten dollars per year will be the maximum requested of each student.

A student bank is maintained in the office of the Accountant. Deposits and withdrawals for personal expenses may be made at stated intervals.

### WITHDRAWAL.

Since all instructors are necessarily engaged for the year upon the basis of estimated needs, no part of the fee can be refunded due to withdrawal from school. Similarly, when a room is vacated no other student may be assigned to that room since registration has already ceased. All services and facilities are necessarily provided on the basis of a full scholastic year and economic administration forbids refunding of fees on account of withdrawal.

It is the practice, however, to make a concession when illness, as certified by a physician's written statement, requires withdrawal. The cost of food, service excluded, up to the time of withdrawal forms the basis of any refund made. Such refund, however, will not be made for withdrawal at or after the Christmas vacation in the first semester or during the last six weeks of the second semester.

No refund in any amount will be granted to students who withdraw upon request.

### CHANGING AND DROPPING COURSES

Permission to change courses will be granted during the first two weeks of each semester. Application should be made for a Change of Course card upon which reasons for the change are required to be stated. Only reasons of an educational character will be considered.

After the expiration of the first two weeks of each semester no course may be dropped except for definite reasons of physical and mental health. Impending failure or fear of failure are not regarded as suitable reasons for dropping a course.



## COURSES OF INSTRUCTION

For convenience the courses are divided into two groups, lower division and upper division, the lower division comprising the first two years and the upper division the second two years of the Junior College.

The courses of instruction are classified into seven groups, viz., biological sciences, fine arts, home economics, language and literature, physical science, social studies, and social science. These are arranged alphabetically in the order listed above.

The scheme is as follows:

- a. Biological Sciences—Physiology, botany, zoology, embryology, heredity, physical education.
- b. Fine Arts—Music, art, speech, dramatics, play production.
- c. Home Economics—Clothing, foods, design, home planning and furnishing, home management.
- d. Language and Literature—English, Latin, French, German.
- e. Physical Science and Mathematics—Physics, chemistry, astronomy, algebra, geometry, trigonometry, calculus.
- f. Social Studies—Typewriting, cartography.
- g. Social Science—History, civics, sociology, economics, geography, psychology, education, religion.

The number of courses indicates the year in which they normally are given. For example, English 11 is given in the first semester of the first year of the Junior College (11th grade of high school). English 12 is given in the second semester of the same year. The number 21 indicates a course given in the second year, etc. An odd number indicates the first semester, while an even number indicates the second semester. Courses are required to be taken in the year specified unless otherwise indicated. Registration in certain courses may be secured by qualified students who secure the consent of the instructor.

For description of studies given in the Preparatory School see page 74.

## DEFINITION OF TERMS

A semester hour is a credit granted for successful completion of a study pursued for one class hour per week throughout a semester of sixteen weeks. Two hours of laboratory work in general are counted as equivalent to one class hour if the instructor requires computations and write-ups of laboratory work to be done outside of laboratory hours. If such work is required to be done in the laboratory and under the supervision of the instructor, the laboratory equivalent of a class meeting for which preparation has been made is three hours.

Class hours are fifty minutes in length. A five-minute interval is allowed for passing from one class to another.

## BIOLOGICAL SCIENCES

The courses in Biology are designed to give the students knowledge of and enjoyment of their environment, to stimulate them to greater powers of observation and exploration, and to help them to understand the dependence of plants and animals upon each other and upon the physical world.

**11-12—ELEMENTARY BIOLOGY.** This presents a unit course in the fundamental functions of living things. Considerable attention is given to human biology and public health; also to foods and dietetics.

Three class meetings and two two-hour laboratory periods per week, both semesters. Four credits each semester.

**31-32—GENERAL BIOLOGY.** An introduction through plants and animals to fundamental biological facts. The course deals with the underlying principles of life. Physiological processes, evolution, ecology, and economic importance are some of the topics considered. Recommended to all juniors. Prerequisite for Physiology 41. Continues throughout the year.

Two class meetings and two two-hour laboratory periods per week, both semesters. Four credits each semester.

**41—PHYSIOLOGY.** This course aims to give a general survey of the gross and microscopic anatomy, and the fundamental physiology of the human body. It is desirable for science, pre-medical, or pre-nursing students. High school physiology is desirable. Biology 31-32 a prerequisite. Open to seniors only.

Three class meetings and two two-hour laboratory periods per week, first semester. Four credits.

**42—BOTANY.** A study in the identification and classification of seed plants and ferns, especially those native to northwestern Illinois, to acquire familiarity with the outstanding features of the great groups. This course is designed for those who desire to know the plants of their environment, and to students who wish to continue their work in botany. Frequent field trips. Biology 11-12, or equivalent, a prerequisite.

Two two-hour laboratory periods per week, second semester.

Two credits.

**43—EVOLUTION.** That evolution has taken place is shown definitely in geological history, comparative anatomy, embryological development, natural classification, geographical distribution and experimental breeding. Open to seniors and to others by approval of instructor.

Two hours per week, first semester.

Two credits.

**44—HEREDITY.** The course aims to present the biological facts underlying the phenomena of variation and heredity. The fundamental principles as derived from a critical study of the origin and nature of the germ cells, the origin and nature of variations, and the results of experimental breeding are applied to such problems as plant and animal improvement, inheritance of acquired characters, sex determination, mutations, and human heredity. Open to seniors and to others by approval of the instructor.

Two hours per week, second semester.

Two credits.

## COURSES OF INSTRUCTION

### PHYSICAL EDUCATION

The aim of Physical Education is to aid in establishing sound health habits, including daily exercise, and to develop a spirit of good citizenship, high ideals of team cooperation, and a desire for continued physical activity.

At the beginning of each year each student is given a physical examination to determine general health condition, physical efficiency, and individual needs. Upon the basis of this examination, complete records of which are kept, each student is assigned to a particular phase of the program of activities. Examinations are repeated in whole or in part as often as desired. Weight and development records are secured with sufficient frequency to insure adequate oversight of all students.

Each student is required to have a gymnasium costume consisting of two knicker suits, white socks, and shoes. Dancing sandals and swimming suit are also required for those who participate in these activities. Since the regulation with reference to the costume requirements will be strictly enforced, it is necessary to purchase the uniform through the Book Store after arrival.

In the fall and spring the classes engage in various sports, such as tennis, golf, field hockey, baseball, and riding. The annual May Fete is an event requiring many varieties of athletic ability. Winter work includes basketball, volley ball, indoor work, and dancing, both tap and ballroom. Swimming is offered throughout the year.

#### REQUIREMENTS FOR GRADUATION

A minimum of four periods per week or equivalent is required of all lower division students and two periods per week for upper division students. Credit for Physical Education may not be included in the 11 units required for a high school diploma nor in the total of 64 credits required in the upper division. It is nevertheless one of the requirements for graduation, and no student may be excused except on the written statement of a qualified physician. Under such conditions a modified program of exercise is prescribed. An average grade of C in physical education is required for each year in residence.

#### COURSES

- 11-12—PHYSICAL EDUCATION. Required of all freshmen.  
Four periods per week, both semesters. One half credit each semester.
- 21-22—PHYSICAL EDUCATION. Required of all sophomores.  
Four periods per week, both semesters. One half credit each semester.
- 31-32—PHYSICAL EDUCATION. Required of all juniors.  
Two periods per week, both semesters. One half credit each semester.
- 41-42—PHYSICAL EDUCATION. Required of all seniors.  
Two periods per week, both semesters. One half credit each semester.



## HOME ECONOMICS

The courses offered in this department are planned for three classes of students, those who expect to specialize later in Home Economics, those who expect to teach, and those who desire some fundamental knowledge of household problems.

Students who register for courses in Home Economics should elect courses in art which correlate closely. Elections should be made in consultation with the instructor.

Candidates for a teaching certificate should plan to register in courses that will satisfy state requirements. The requirements in full are stated on page 65. Essential courses are as follows:

|            |        |                          |
|------------|--------|--------------------------|
| Education  | 41     | Introduction to Teaching |
| Education  | 43, 44 | Practice in Teaching     |
| Psychology | 41     | Elementary Psychology    |

Recommended elective courses in addition to those named below are Art 47-48, Organic Chemistry 41, Botany 42, English, see page 57.

## SUGGESTED COURSE IN HOME ECONOMICS

## JUNIOR YEAR

| FIRST SEMESTER            |         | SECOND SEMESTER  |         |
|---------------------------|---------|--|---------|
| Courses                   | Credits | Courses  | Credits |
| Design 31.....            | 3       | Applied Design 34, or Home Planning and Furnishing 38..... | 3       |
| Chemistry 31.....         | 4       | Chemistry 32.....  | 4       |
| Biology 31.....           | 4       | Biology 32.....  | 4       |
| English, see page 57..... | 3       | English, see page 57.....                                  | 3       |

## SENIOR YEAR

| FIRST SEMESTER     |         | SECOND SEMESTER           |         |
|--------------------|---------|---------------------------|---------|
| Courses            | Credits | Courses                   | Credits |
| Clothing 31.....   | 3       | Advanced Clothing 32..... | 4       |
| Food 35.....       | 4       | Advanced Foods 36.....    | 4       |
| Psychology 41..... | 3       | Education 41.....         | 3       |
| Physiology 41..... | 4       | Home Management 42.....   | 3       |

11—COOKING. Study of the classes of food and their relation to health, preparation of food, meal planning and serving; experimental problems illustrating the underlying principles of cookery.

Two class periods and three two-hour laboratory periods per week.  
first semester First credits



## COURSES OF INSTRUCTION

**12—SEWING.** Study and application of the fundamental processes in garment construction, use of sewing machine, elementary study of textile fibers and fabrics with relation to wearing quality.

Two class periods and three two-hour laboratory periods per week,  
second semester. Four credits

**31—CLOTHING.** Construction of garments, study of textiles as to fiber, weave, tests, textile economics, hygiene of clothing, choice and care of clothing, budget study. Prerequisite or concurrent, Sewing 12.

One class meeting and three two-hour laboratory periods per week,  
first semester. Three credits

**32—ADVANCED CLOTHING.** Advanced textile study, application of principles of design to costume, study of historic costume in relation to modern dress. Prerequisite, Clothing 31 or Sewing 12.

One class meeting and three two-hour laboratory periods per week,  
second semester. Three credits

**33—DESIGN.\*** Study of the fundamental principles of design and their application to dress, architecture, and other forms of construction. A study of line and color, lettering. Not offered in 1934-35.

One class meeting and three two-hour laboratory periods per week,  
first semester. Three credits

**34—APPLIED DESIGN.\*** Applications of designs to materials, cloth, paper, leather. Problems in book binding, book printing, silk and cord work, basketry and leather tooling. Prerequisite, Home Economics 31 or Fine Arts. Alternates with Home Economics 38. Not offered in 1934-35.

Three two-hour laboratory periods per week, second semester. Three credits

**35—FOOD.** Composition, selection, commercial processes, foods from the chemical and physical standpoint, consumer's responsibility, pure food legislation, preparation of food, factors of cooking, analysis of recipes and standard products. Prerequisite or concurrent, Chemistry 31.

Two class meetings and two three-hour laboratory periods per week,  
first semester. Four credits

**36—ADVANCED FOOD.** Formulation of normal human nutrition, nutritive values in relation to cost, use of food in relation to family budget, food combinations, preparation and serving of meals. Prerequisite, Home Economics 31 and Chemistry 32 which may be taken concurrently.

Two class meetings and two three-hour laboratory periods per week,  
second semester. Four credits

\* As a substitute for these courses in 1934-35 students are referred to Graphic Arts, 37-38. See page 64.

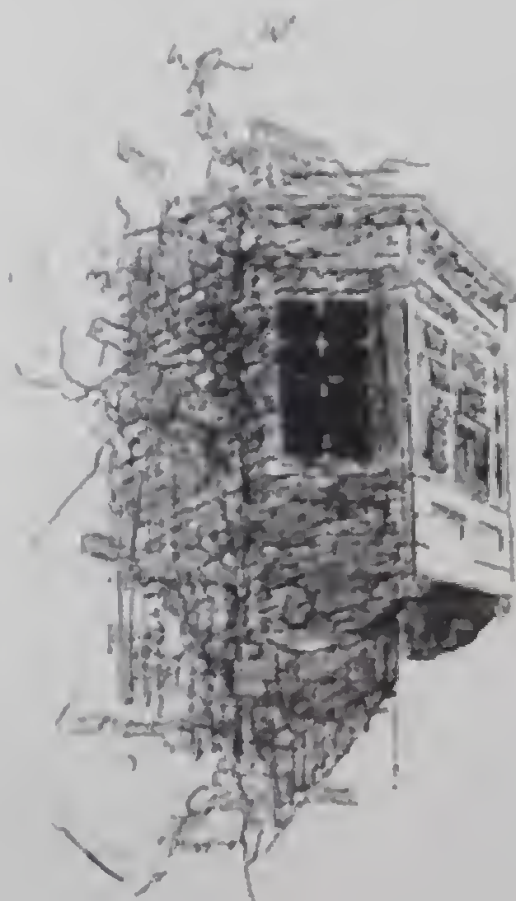
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38—HOME PLANNING AND FURNISHING. A study of historic types of architecture and their influence upon present-day styles; house plans; relation of good design in the planning and furnishing of a home conveniently and artistically; study of plumbing, heating and lighting; period furniture and furnishings. Prerequisite, Home Economics 33. Alternates with Home Economics 34. Not offered in 1934-35.

One class meeting and three two hour laboratory periods per week, second semester. Three credits.

42—HOME MANAGEMENT. A study of household expenditures with approximate percentages at different income levels, investments and savings, clothing and food for the family, household equipment and its care, schedule of work, care of the house, and home laundering. If this course is to be transferred for credit, it must be preceded by, or be taken parallel with, Economics 41.

Three hours per week, second semester. Three credits.



## GRAPHIC AND PLASTIC ARTS

*The Study of Art in the Junior College*

Under the four-year Junior College organization the young woman may begin professional art study two years in advance of what heretofore has been possible. The course of study offered in the art department are so arranged that the first two years of general art study are linked with the last two years of special study, thus uniting the four years into one integrated unit. The break which ordinarily exists between art in high school and art in college or university is thus eliminated. At the completion of the junior college art course the student is equipped with four years of systematic art instruction plus academic work which any college or university will accept. If she discontinues her formal study in art at this point, she will have had four uninterrupted years of instruction instead of a year or two of disconnected study. This four-year unit serves as a happy medium between an academic degree and an art school.

It is unquestionably true that the student with this background will be prepared to make significant creative contributions to contemporary art and life whether it be in a university, an art school, a home or a professional position. As a contributor to the economic and aesthetic life of a more complex community, the junior college graduate in art will be able to foster meritorious performance in proportion to her discrimination and artistic judgment.

*Art Expression in School Activities*

Competitions and contests conducted periodically and annually challenge the art students to an awareness of the practical need for art in every-day life. Monetary awards and prizes, publication of student designs in the numerous Junior College printed programs, bulletins and in *The Record* are some of the devices employed to give adequate recognition to outstanding art students. The college Christmas card is selected each year from a group competition. The official school seal program cover designs for manuals and plays, and illustrations for the catalogue were designed by the art students as major departmental projects. The art students cooperate in the designing of stage sets and backgrounds. Post cards, banners, pamphlets, booklets, and athletic crests are art students' creative appropriations and suitable posters, unusual wall decorations and murals. A real outlet is thereby given to creative capabilities.

The Art Club members, consisting of students in classes in Graphic Arts and in History of Art, as well as other interested students, receive text and colors in connection with current exhibitions of art shown at the Dickerson Art Gallery. Receipts given for visiting painters, sculptors and art lecturers provide inspiring personal contacts with significant artists of national repute. An exhibition of student work is held annually.



The Frances Shimer Junior College is one of the first institutions of its kind to have established an art gallery. The history of the gallery and the permanent collection are described more fully under the heading of General Information in another section of this catalogue. Students have unlimited opportunity to study the permanent works of art both in organized class work and informal visits to the gallery.

#### *Objective of the Art Department*

The courses in Graphic Arts have been organized with a five-fold objective:

1. To cultivate a visual understanding of the universe and to develop a consciousness of the beauties of nature and the spirit of life as manifested in physical law.
2. To afford the student exercise in the technical processes through which the ideals and aspirations of mankind are expressed and understood—whether they be in painting, design, sculpture or the handicrafts.
3. To balance and complement other subjects of the curriculum.
4. To develop a sense of discriminating taste in all fields pertaining to matters of selection in dress and interior decoration.
5. To promote the understanding and appreciation of the rich inheritance in art.

### GENERAL COURSES

#### GRAPHIC ARTS FOR LOWER DIVISION STUDENTS

Art courses are general during the first two years of the Junior College. They include free-hand drawing from nature, life and still-life, mechanical drawing, perspective, lettering, decorative designing, painting, modeling, and history of art. Courses 11-12, and 21-22, respectively, designed for freshmen and sophomores, are more fully described on page 43.

### SPECIAL COURSES

#### GRAPHIC ARTS FOR UPPER DIVISION STUDENTS

The art courses in the upper division are "special" or "departmental." Students expecting to specialize in art, to enter art schools, or to major in art at any of the universities should confer with the instructor before planning a course of study in order to secure a proper selection of courses.

### CERTIFICATE IN GRAPHIC ARTS

The following outline of courses suggests the maximum amount of work which may be taken in Graphic Arts in the junior and senior years of the Junior College. A special certificate in Art is granted to students whose work upon completion of the outlined course is of distinctive quality and merit.



## COURSES OF INSTRUCTION

### CERTIFICATE COURSE IN GRAPHIC ARTS JUNIOR YEAR

| FIRST SEMESTER                    |         | SECOND SEMESTER                          |         |
|-----------------------------------|---------|--|---------|
| Courses                           | Credits | Courses                                  | Credits |
| Elementary Freehand Drawing ..... | 3       | Elementary Painting .....                | 3       |
| Lettering .....                   | 1       | Mechanical Drawing and Perspective ..... | 1       |
| English Composition .....         | 3       | English Composition .....                | 3       |
| Electives .....                   | 8       | Electives .....                          | 8       |
|                                   | 15      |  | 15      |

| FIRST SEMESTER         |          | SECOND SEMESTER         |          |
|------------------------|----------|-------------------------|----------|
| Courses                | Credits  | Courses                 | Credits  |
| Advanced Drawing ..... | 2 or 3   | Advanced Painting ..... | 2 or 3   |
| Design .....           | 2        | Commercial Art .....    | 2        |
| History of Art .....   | 3        | History of Art .....    | 3        |
| Electives .....        | 7 or 8   | Electives .....         | 7 or 8   |
|                        | 14 or 16 |                         | 14 or 16 |

## COURSES OF INSTRUCTION IN GRAPHIC ARTS

### LOWER DIVISION OF THE JUNIOR COLLEGE

11-12—GRAPHIC ARTS. In the beginning course the purpose is to develop close observation and ease in handling materials through a study of masks and casts, interesting arrangements of still-life objects and the posed figure. Mediums are charcoal, pencil, pastels, pen and ink. There is practice in lettering to develop skill in drawing single stroke and more complex alphabets. Principles of perspective are applied to drawings. Instruction is given in the correct use of drafting instruments, with rules for dimensioning and applications to working drawings. All drawing and lettering is done during the regular studio time. History of Art lectures on Classic, Medieval and Renaissance Art are given one period each week; notebooks and outside readings are required.

*One class meeting and four two-hour studio periods per week, both semesters. Four credits each semester.*

21-22—GRAPHIC ARTS. The aim of this course is to train the student in the use of colors in still-life and flower studies. Occasional sketches are made out-of-doors. Emphasis on creative expression during the second semester with application of design principles to special space-filling problems. Study of color theory with experimentation. All problems in color study and design are completed during the regular studio time. History of American Art lectures are given during one single period each week; notebooks and readings are required.

*One class meeting and four two-hour studio periods per week, both semesters. Four credits.*

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### UPPER DIVISION OF THE JUNIOR COLLEGE

31—ELEMENTARY FREEHAND DRAWING. This is a basic course in the principles and practice of expression by freehand drawing. Emphasis is placed upon proportion, form, value, direction of line and perspective. Drawings are made from casts, still-life objects, heads and torsos. The principal mediums are charcoal and pencil; occasionally sketches are made in colored pencils, crayon, pen and ink. The work which consists chiefly of studio drawing is supplemented with criticisms, suggestions, and drawing demonstrations by the instructor.

*Three two-hour studio periods per week, first semester. Two credits.  
Or three three-hour studio periods. Three credits.*

32—ELEMENTARY PAINTING. Arrangements of colorful still-life objects are studied against appropriate backgrounds. The purpose of the course is to develop the sense of color and ability in the technique of handling the various mediums of pastel and water colors through continuous practice in the studio. Criticisms and suggestions are given by the instructor, as well as painting demonstrations. Prerequisites, Graphic Arts 31.

*Three two-hour studio periods per week, second semester. Two credits.  
Or three three-hour studio periods. Three credits.*

33—LETTERING. A general course in lettering with study and practice in drawing single stroke, Roman, and other fundamental alphabets. Applications to posters, quotations, initial letters, and book covers. Notebooks and outside readings required.

*One two-hour studio period per week, first semester. One credit.*

34—MECHANICAL DRAWING AND PERSPECTIVE. Introductory course in the making of simple working drawings. Training in the use of instruments, construction of working drawings and the theory of orthographic projection. Theory and practice of linear perspective. Problems executed with instruments and applied to pictorial art. Prerequisites, Art 31 and 33.

*One two-hour studio period per week, second semester. One credit.*

35-36—MODELING. The aim is to train the student in modeling through the study of casts, masks, and from life. Analysis of sculptural compositions and methods of casting.

*Three two-hour studio periods per week or more, either semester.  
Two to four credits.*

37-38—INTRODUCTION TO THE ARTS. This course is designed for those students wishing some experience in art for their personal cultural development but not desiring to specialize in art. It is suggested for students of Education, Dramatic Arts, Home Economics, and Music. Those students interested in special study beyond this introductory course may register for separate courses in art. Fundamental practice will be given in drawing, lettering, painting, design, and modeling.

*Three two-hour studio periods each week, both semesters.  
Two credits each semester.*

## COURSES OF INSTRUCTION

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41—ADVANCED FREEHAND DRAWING. A more advanced course in drawing with specific regard for directness and facility. Action is emphasized through an occasional study of the posed figure in life drawing. Prerequisite, Graphic Arts 31 and 32.

*Three two-hour studio periods per week, first semester. Two credits.*  
*Or three three-hour studio periods. Three credits*

42—PAINTING. A continuational course, the chief object of which is to acquire directness of presentation and freedom of expression in the medium of oil paint. Problems in execution of still-life objects, flowers, the posed figure, and out-door sketching are accomplished during the studio periods. Criticisms, suggestions and painting demonstrations. Prerequisites, Graphic Arts, 31, 32 and 41.

*Three two-hour studio periods per week, second semester. Two credits.*  
*Or three three-hour studio periods. Three credits.*

43—DECORATIVE DESIGN. A course in theory and practice, covering principles of line, mass and color relations. Problems in art structure are used to develop balance, harmony and rhythm in the creative power of the student. Adaptation of conventionalized natural and abstract patterns to practical problems. Emphasis is on the structure and quality of the design rather than on the application to specific materials. Notebook and design plates required. Prerequisites, Graphic Arts 31, 32, 33, 34.

*Two two-hour studio periods per week, first semester. Two credits.*

44—COMMERCIAL ART. Drawing, painting, design and composition stressing methods of reproduction for artistic commercial purposes. Problems in magazine advertisement, book illustration, merchandise displays, window and counter display cut-outs, packages and containers, posters, etc. Prerequisites, Graphic Arts 31, 32, 33, 34 and 43.

*Two two-hour studio periods per week, second semester. Two credits.*

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observation and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Course based on Gardner's *Art Through The Ages* with the addition of about 200 University Prints. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

*Three hours per week, both semesters. Three credits each semester.*



## MUSIC

Instruction in piano, voice, and violin is given upon the same basis as academic subjects. For time spent the unit of measurement is identical with that used in all other subjects. The degree of difficulty is also approximately equal.

Music instruction is rapidly becoming organized in definite graded steps of progress. Accompanying these grades are academic requirements universally adopted by professional schools. Language and literature, history, psychology, the drama, and related subjects are prerequisites to advanced professional study. The junior college offers exceptional opportunities for the completion of these requirements before intensive application to exclusively professional study of music is undertaken.

Students electing courses in applied music must also pursue courses in the history or theory of music. The amount of such work may not be less than one-third of the amount in applied music. For lower division students Fundamentals of Music 11-12, and Elementary History of Music 14 may be taken to meet the requirement in music theory. Upper division students may elect Advanced History of Music 31-32, Appreciation of Music 33-34, and Advanced Harmony 41-42.

No credit for applied music alone, except in glee club and orchestra, is granted. Final credit for applied music is not approved until the required amount of theoretical work has been completed. If preparation for courses in applied music in the upper division is not sufficient the elementary course may be taken with the approval of the instructor, but no credit will be given.

The aim of the department is to train students who are seriously interested in music. Consequently, half or part-time courses are only rarely approved.

The following outline of courses applies to upper division students and represents a normal program of work. Other students should consult the instructor when electing courses in piano.

| JUNIOR YEAR            | Credits  | SENIOR YEAR         | Credits  |
|------------------------|----------|---------------------|----------|
| Applied Music .....    | 6        | Applied Music ..... | 8        |
| History of Music ..... | 6        | Harmony .....       | 6        |
| Glee Club .....        | 2        | History of Art..... | 6        |
| French .....           | 8        | Glee Club .....     | 2        |
| English .....          | 8        | Electives .....     | 8        |
|                        | <hr/> 30 |                     | <hr/> 30 |



## COURSES OF INSTRUCTION

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For the certificate in piano an additional ten credits in applied music must be included. Courses 41-42 in piano furnish the necessary training. For the certificate in voice an additional eight credits in applied music must be included. Courses 41-42 in voice furnish the necessary training.

These certificates are granted provided the quality of achievement is of such a degree that it merits special recognition. Students should bear in mind that fulfilling the requirements in time and credits only will not mean the automatic bestowal of the certificate. Standards of achievement also are taken into consideration. Students often require an extra year to secure the certificate, thereby including other fields of rich cultural content.

### THEORETICAL MUSIC

11-12—FUNDAMENTALS OF MUSIC. Singing and analysis of simple songs in unison. Study of elementary music theory: tone, staff, clefs, scales, meter, rhythm, keys, intervals, inversion of intervals, transposition, chords, the triad, cadences, form, melody, writing, dynamics. Mastery of musical terms is required. Another phase of this course is elementary ear training involving the recognition by ear of any of the above mentioned fundamentals when played or sung. Practice in sight singing is amply provided. Simple dictation to test knowledge of material studied is required each week. This course is repeated for upper division students.

*Two or three hours per week, first semester.*

*Two credits.*

14—ELEMENTARY HISTORY OF MUSIC. Class work is supplemented by lectures and discussions taken from modern magazines and books, radio and victrola records. Note books to be worked up, containing class notes, pictures, and stories concerning important musicians.

*Two hours per week, second semester.*

*Two credits.*

31-32—ADVANCED HISTORY OF MUSIC. Outline of principal events in the history of music, supplemented by class lectures based on important music and musicians from the ancient to the modern period. Study of biographies of the most noted musicians, i. e., composers, artists, and conductors.

The work of the second semester is a continuation of the first, with talks or radio performances. Arrangements will be made for as many symphony, opera, oratorio, and concert hours as is consistent with the students' schedules. Notebooks to be worked up throughout the entire course. Prerequisite, Fundamentals of Music 13, or equivalent.

*Three hours per week, both semesters. Three credits each semester.*

33-34—THE APPRECIATION OF MUSIC. The purpose of this course is to develop, through analysis and intelligent listening, a better understanding and comprehensive appreciation of the various types, periods,

## FRANCES SHIMER JUNIOR COLLEGE

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and forms of music. Illustrated with records. No previous musical training is necessary. Lectures, assigned readings, and paper.

*Two hours per week, first semester; one hour per week, second semester.* *One credit each semester.*

35-36—**EAR TRAINING AND SIGHT SINGING.** Practice in reading at sight, singing in correct pitch, detecting differences in rhythmic patterns, and dictation of exercises. Study of notation, rhythm, scales, major and minor. Ability to sing at sight any melody with letters, numbers, or syllables is developed. A minimum of one hour per week in addition to two class meetings is required for completing individual assignments.

*Two hours per week, both semesters.* *One credit each semester.*

41-42—**ADVANCED HARMONY.** A study of harmony at the keyboard and by written work, covering cadences, modulations, all chords of the seventh, the dominant ninth, altered and mixed chords, chord progressions in four-part writing, appoggiatura, suspension, anticipation, passing tones, embellishments, the figured chorale. May be elected by juniors upon approval of the instructor.

*Three hours per week, both semesters.* *Three hours credit each semester.*

### ENSEMBLE MUSIC

31-32—**ORCHESTRA.** Prerequisite, ability to play orchestral instruments and the approval of the instructor. Required for certificate in violin. Two meetings for instruction and practice per week with additional rehearsals for public concerts. Credit is not given for one semester only.

*Two hours per week, both semesters.* *One credit each semester.*

33-34—**GLEE CLUB.** An organization open to all voice students. Other students interested in ensemble singing are eligible after voice and music knowledge tests. Frequent public appearances afford opportunity for musical expression. Special rehearsals are required prior to all public appearances. Credit is not given for one semester only. The course may be dropped only with permission of the Dean and continuous attendance is required.

*Two hours per week, both semesters.* *One credit each semester.*

## COURSES OF INSTRUCTION

### PIANO

The courses in piano include all grades of material required for the most systematic technical and musical development, and involve a special adaptation to the needs of each individual pupil. Particular attention is given to thoroughness in foundation work and representative compositions are chosen throughout the course in order that the emotional and intellectual qualities may be developed in unison with the technical. Public student recitals are given at intervals during the year. Students may enter any course for which they are found qualified. Material of the approximate grades listed will be selected to suit individual needs.

11-12—ELEMENTARY PIANO I. Foundation work; Gurlitt, Opus 82, Bk. I; Berens, Opus 70; Bertini, Opus 166; Loeschorn, Opus 65, Bk. I; Krause, Opus 25; and additional elementary pieces.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

13-14—ELEMENTARY PIANO II. Lemoine, Opus 37; Loeschorn, Opus 65, Bk. II; Duvernoy, The School of Mechanism; Kunz, Two-Part Canons; easy pieces, technic.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

15-16—INTERMEDIATE PIANO I. Krause, Opus 4; Loeschorn, Opus 65, Bk. III; Berens School of Velocity, Bk. I; First Lessons in Bach; Clementi sonatas; pieces of corresponding difficulty; technic.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

17-18—INTERMEDIATE PIANO II. Krause, Trill studies; Heller, Opus 47; Bach, Little Preludes and Fugues; easy sonatas of Haydn and Mozart; shorter compositions; technic continued.

*Two half-hour lessons and five hours practice per week, both semesters.  
Two credits each semester.*

31-32—ADVANCED PIANO I. Czerny, Studies in Velocity; Foote, Etudes Opus 9; Bach, Two-Part Inventions; Heller, Opus 45 and 46; Concone, Fifteen Studies; Mozart and Beethoven sonatas; modern composers; technic continued.

*Two half-hour lessons and eight hours practice per week, both semesters.  
Three credits each semester.*

33-34—ADVANCED PIANO II. Cramer, Selected Studies; Neupert, Twelve Studies; Bach, Three-Part Inventions; French Suites; Mozart and Beethoven sonatas continued. Modern composers; advanced technic.

*Two half-hour lessons and ten hours practice per week, both semesters.  
Four credits each semester.*



## FRANCES SHIMER JUNIOR COLLEGE

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41-42—CERTIFICATE COURSE IN PIANO. Bach, English Suites; Preludes and Fugues; Clementi, Gradus ad Parnassum; Chopin, Etudes; Beethoven sonatas; concertos of Mozart, Beethoven and Mendelssohn; other compositions from the classic, romantic and modern schools. The successful candidate will be required to give a recital program.

*Two half-hour lessons and fifteen hours practice per week, both semesters.  
Five credits each semester.*

### VIOLIN

11-12—ELEMENTARY VIOLIN I AND II. Particular attention is given to position, the manner of holding the violin and bow; also to good intonation and tone quality. Loureux, Books I to IV; Michell, easy pieces; Wohlfahrt, Opus 45, Book I; Kayser, Opus 20, Book I; Pleyel duos; Auer, Book I; pieces of corresponding grade.

*Two half-hour lessons and five practice hours per week, both semesters.  
Two credits each semester.*

13-14—INTERMEDIATE VIOLIN I AND II. Wohlfahrt, Opus 45, Book II; Kayser, Opus 20, Book II; Auer, Book II; Dancla Airs Varies, Opus 89; selected pieces.

*Two half-hour lessons and five practice hours per week, both semesters.  
Two credits each semester.*

31-32—ADVANCED VIOLIN I AND II. Flesch scales; Sevcick, Changes of Positions; Mazas, Opus 36, Book I; Kreutzer, The Double Stop etudes; Casorti, The technic of bowing; selected sonatas Mozart, Schubert, Hayden, and concertos; suitable pieces; ensemble work.

*Two half-hour lessons and five practice hours per week, both semesters.  
Two credits each semester.*

33-34—ADVANCED VIOLIN III AND IV. Kreutzer Studies; Sevcik Double Stops, Part IV; Kreutzer doubled stops; Fiorillo; Rode, caprices; Rovelli; Dancla, Opus 100; more difficult concertos and sonatas, and pieces of corresponding grade. The successful candidate will be required to give a recital program.

*Two half-hour lessons and ten practice hours per week, both semesters.  
Four credits each semester.*

### VOICE

Students in voice are given an initial test to determine development and natural ability, i.e., quality of voice, musicianship, rhythm, ability to sing on pitch, ability to read by sight, and similar skills. A satisfactory minimum achievement as a result of such tests will place a student according to ability at a level of difficulty where greatest progress can be made.



## COURSES OF INSTRUCTION

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Students who successfully reach this minimum level will be given two private lessons per week and will be automatically selected for membership in the Glee Club.

Students whose development does not permit them to reach a satisfactory minimum achievement will be placed in a voice class of four members only for one hour per week in order to remedy such defects as the test reveals. In addition, each student will receive one private lesson per week. Class voice eliminates fear of public performance and permits the student to see and hear others at work on their own problems while solving her own.

Lessons in voice must be preceded or accompanied by a study of music fundamentals. Mastery of musical terms, notation, signatures for keys and similar music technic is a necessary condition for receiving private lessons, the time devoted to which will not be used for instruction in musical terms and expressions. Deficiency in this field of knowledge must be removed by thorough study of course 11-12, Fundamentals of Music. Upper Division students who lack the equivalent of this course must register for it without credit.

Special attention will be given in each field to those preparing to teach and those who plan to do recital work. Opportunities for experience in clubs, recitals, glee club, and church are open to those desiring such activities.

Students well advanced and desiring to devote practically full time to the study of voice will have the opportunity to take work in addition to the work described in the following courses. Study of the important recitatives and arias from the well known German, French, and Italian operas and oratorios will be undertaken.

### LOWER DIVISION

Voice study is not graded in the lower division as it is in the upper division. The upper division courses set a standard which each student must achieve before enrollment in these courses is permitted. Each student is placed, therefore, according to her tested ability and progress in voice development and musical understanding. Such students are placed in voice classes enrolling only four members each. Each student receives in addition a weekly half-hour of private instruction. The more advanced students in the classes are commonly given two private lessons per week. Each student meets a full hour in class each week and is required to practice under supervision five hours per week. Credit of two semester hours is allowed for this work.

## FRANCES SHIMER JUNIOR COLLEGE

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### UPPER DIVISION

31-32—VOICE. A study of correct physical and mental poise; principles of breathing and breath control; proper use of the organs of articulation; vowels and fundamental essentials of tone production. Vocalises from the Preparatory book of Edward Margo are undertaken and a study is made of Vaccai and simple songs in English.

A thorough study of "How to Sing" by Lilli Lehmann is supplemented by discussions and lectures from the great singers and composers of the past and present. A notebook is compiled by each student of music articles selected from various books, magazines and papers, together with biographies of the important musicians.

*Two half-hour lessons and five or six practice hours per week, both semesters.*

*Two credits each semester.*

41-42—VOICE. An advanced study in technic, involving a study of vocal embellishments such as the appoggiatura, acciaccatura, mordent, turns, trills and development of the great scale. Great stress will be put upon the bel canto style of singing—smoothness, flexibility, and velocity in singing. As advance in ability warrants, literature of the Old Italian Classics, Handel, Mozart, Weckerlin, Brahms, Schubert, Schumann, Debussy, Grieg, and composers of the modern period will be included in the program.

*Two half-hour lessons and five or six practice hours per week, both semesters.*

*Two credits each semester*



## COURSES OF INSTRUCTION

### SPEECH ARTS

The aim of this department is fourfold: first, to develop an appreciation of the art of fine speaking; second, to aid the student of literature in oral expression; third, to give the student who expects to major in speech or dramatic work a foundation for university study; fourth, to foster the creative spirit through the medium of the theatre.

#### *Advanced Study*

Those expecting to enter special schools of speech, or to major in speech arts at any of the universities should arrange a conference with the instructor before planning a course of study in order to insure the right choice of studies.

Students of speech are urged to elect courses in dancing, freehand drawing, design, music, and history of art. Exceptional opportunities are offered at Frances Shimer to study these arts which are so closely related to speech and drama.

Applied Fundamentals of Speech, given the first semester of the Junior year, is designed to give those majoring in speech help with individual problems. Other students may enter with permission. Corrective speech receives attention. Enrollment in the class is limited to six. See Speech 33. In the senior year advanced students take private work. See Speech 43-44.

#### *Certificate in Speech*

A special certificate in speech is granted to students who enter from accredited high schools, complete the outlined course in Speech Arts, and are judged to possess distinctive merit. In the senior year such students will either present a public recital or direct a play.

#### CERTIFICATE COURSE IN SPEECH ARTS

##### JUNIOR YEAR

| FIRST SEMESTER              |                | SECOND SEMESTER             |                |
|-----------------------------|----------------|-----------------------------|----------------|
| <i>Courses</i>              | <i>Credits</i> | <i>Courses</i>              | <i>Credits</i> |
| Speech 31 .....             | 2              | Speech 32 .....             | 2              |
| Speech 33 .....             | 1              | Speech 34 .....             | 2              |
| Graphic Arts 31 .....       | 2              | Music Appreciation 34 ..... | 1              |
| Music Appreciation 33 ..... | 1              | English Composition .....   | 3              |
| English Composition .....   | 3              | *Modern Language .....      | 3              |
| *Modern Language .....      | 3              | Dancing, see page 37 .....  |                |
| Electives .....             | 3              | Electives .....             | 4              |
|                             | 15             |                             | 15             |



## FRANCES SHIMER JUNIOR COLLEGE

### SENIOR YEAR

| FIRST SEMESTER           |         | SECOND SEMESTER          |         |
|--------------------------|---------|--------------------------|---------|
| Courses                  | Credits | Courses                  | Credits |
| Speech 41 .....          | 3       | Speech 42 .....          | 3       |
| Speech 43 .....          | 1       | Speech 44 .....          | 2       |
| Graphic Arts 47 .....    | 3       | Graphic Arts 48 .....    | 3       |
| English Literature ..... | 3       | English Literature ..... | 3       |
| *Modern Language .....   | 3       | *Modern Language .....   | 3       |
| Electives .....          | 2       | Electives .....          | 1       |
|                          | 15      |                          | 15      |

\* Two years of a modern language, preferably French, are required. If this amount has been taken in high school other electives may be substituted.

### DRAMA

Frances Shimer offers opportunity to all students for artistic self-expression through the drama. Special festivals are given at Christmas and Easter. The Dramatic Club stages two productions. The Play Production students present one-act plays. Any student, including those registered in the lower division, may apply for admission to the Play Production Laboratory, conducted in connection with the course in Play Production. Not only in acting and stage management, but in design, costume, music, and dancing, the student receives practice in relating her art to an artistic whole. All departments of the college co-operate in producing a play. To maintain a high standard of artistry in performance is a constant aim. Among the plays given recently are: *The Romancers*, *The Show Off*, *As You Like It*, *Hay Fever*, *Alice-Sit-By-the-Fire*, *Alice-in-Wonderland*, *The Chantilly Nativity Play*, *The Perfect Alibi*, and *The Cradle Song*.

The Green Curtain Dramatic Club is an active organization holding monthly meetings. This Club gives two major productions during the year. It has a membership of twenty-five chosen by try-outs during the first semester. All students are eligible for the try-outs. The Club also sponsors informal college dances and special lectures. In the spring a trip is made to Chicago for a week-end. Visits to the theatre include little journeys back-stage. Recent journeys back-stage have included interviews with Alfred Lunt and Lynn Fontanne in *Elizabeth the Queen*, with Katherine Cornell in *The Barretts of Wimpole Street*, and with the Abbey Players of Dublin.

The honorary dramatic fraternity of Delta Psi Omega elects its membership each spring from those of the Junior and Senior classes who have done exceptional work in acting and production.

### SPEECH AND DRAMATIC ART

11-12—SPEECH. A beginning course in Dramatic Art for students of the lower division and Preparatory School. Voice and Pantomime. Oral Reading. Frequent opportunities to appear informally before an audience. Credit for this course may be denied by reason of unsatisfactory work.

Two hours per week, both semesters.      Two credits each semester.



## COURSES OF INSTRUCTION

31—FUNDAMENTALS OF SPEECH. This is a foundation for public speaking, interpretation, and acting. Breathing, the phonetic approach to enunciation, elements of tone production, the relation of emotion to speech; posture; rhythm; oral exercises with student criticism. Five-minute speeches before the class; assigned reading; individual conferences. This course may be counted toward a major in English. A prerequisite for all other courses in Speech, except private instruction. This course is identical with English 37.

*Two hours per week, first semester.*

*Two credits.*

32—LITERARY INTERPRETATION. A study of moods, emotion, and ideas as expressed by the poet, novelist or dramatist. How to interpret in a creative manner the beauty in literature. The use of the voice as an instrument of interpretation. Lyric verse, Browning's Dramatic Monologues, Modern American poetry, and the short story offer material for study. Prerequisite, course 31, Fundamentals of Speech. Identical with English 38.

*Two hours per week, second semester.*

*Two credits.*

33—APPLIED FUNDAMENTALS OF SPEECH. Individual instruction in classes limited to six. For students who are majoring in Speech, or those needing speech correction. The course is designed to help the beginning student with problems of diction, bodily co-ordination, and interpretation. Preferably taken in conjunction with course 31, Fundamentals of Speech. Open to juniors and seniors.

*Two hours per week, first semester.*

*One credit.*

34—EXTEMPORANEOUS SPEAKING. The organizing of public opinion through speech. Study of the impulses governing human behavior. Organization of speech material. Assigned reading. Constant drill in speaking from the platform. Prerequisite, course 31, Fundamentals of Speech.

*Two hours per week, second semester.*

*Two credits.*

41-42—PLAY PRODUCTION. A beginning course open only to seniors. In the first semester lectures on the history of the theatre from the Greek to the present day. Laboratory exercises in acting. Assigned readings, required notebooks, and term papers. In the second semester the lectures cover a survey of the practical problems of directing, stage design, scene construction, lighting, costume, and make-up. Each student is required to make a production book applying the principles of production to the one-act play. Laboratory exercises in directing. Each student directs a one-act play. Throughout the year members of the class are assigned to responsible positions for public productions thus receiving practical training in stage management, lighting, and costume. Prerequisite, course 31, Fundamentals of Speech.

*Two lectures and one two-hour laboratory period per week, both semesters.*

*Three credits each semester.*

## FRANCES SHIMER JUNIOR COLLEGE

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43-44—INDIVIDUAL INSTRUCTION FOR ADVANCED STUDENTS: Private lessons, for seniors who expect to major in Speech. Open to others by special permission. Advanced interpretation, characterization, preparation of recital material. Not more than a total of four credits will be granted for work in this course.

Two half-hour lessons and a minimum of five hours per week spent in study and practice, either semester. Two credits each semester.

PLAY PRODUCTION LABORATORY: A group limited to twelve students who meet with the Play Production Class for exercises in Acting the first semester, and in Directing the second semester. This group participates in the Christmas and Easter Plays, as well as the student directed one-acts. Any student may apply to the director for membership in this class.

One evening meeting per week

No credit

VIEW OF THE







## COURSES OF INSTRUCTION

### LANGUAGE AND LITERATURE

#### ENGLISH

Effort is made throughout the courses in English composition and literature to realize a two-fold aim: to enable the student to organize and express her thoughts with accuracy and effectiveness, and to cultivate an appreciative understanding of our rich literary heritage, and its relations to the problems of modern life. Organization of courses is planned to meet the requirements of the universities for foundation courses in composition and literature.

11-12—LANGUAGE AND LITERATURE. Reading from selected classics, drill work on English usage, and précis writing. Required of all freshmen.  
*Four hours per week, both semesters. Four credits each semester.*

21-22—SURVEY OF ENGLISH LITERATURE. A survey of English literature from the Anglo-Saxon period to the present day. Frequent brief themes on topics related to the readings. Oral and written reports. A review of the principles of grammar and sentence structure is conducted, with special attention to the weaknesses of the individual student.  
*Four hours per week, both semesters. Four credits each semester.*

31-32—COMPOSITION. The purpose of the course is to develop in the student the power and habit of effective writing. In the first semester the study and practice of the simpler forms of exposition lead gradually to analysis of longer expository essays, with opportunity to construct original compositions and to organize an investigative theme. In the second semester attention is given to simple problems of description and narration. Throughout the course the student is introduced to literary models, drawn from contemporary as well as classic literature, which illustrate the principles under discussion and tend to increase literary appreciation. Six book reports. Frequent individual conferences. Required of all juniors.  
*Three hours per week, both semesters. Three credits each semester.*

37—FUNDAMENTALS OF SPEECH. This course is a foundation for public speaking, interpretation, and acting. Breathing, the phonetic approach to enunciation, elements of tone production, the relation of emotion to speech. Posture. Rhythm. Oral exercises with student criticism. Five-minute speeches before the class. Assigned reading. Individual conferences. This course is identical with Speech 31.  
*Two hours per week, first semester. Two credits.*

38—LITERARY INTERPRETATION. A study of moods, emotion, and ideas as expressed by the poet, novelist, or dramatist. How to interpret in a creative manner the beauty in literature. The use of the voice as an

## FRANCES SHIMER JUNIOR COLLEGE

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instrument of interpretation. Lyric and dramatic poetry, the short story and the one-act play. Prerequisite, course 31, Fundamentals of Speech. This course is identical with Speech 32.

*Two hours per week, second semester.*

*Two credits.*

41-42—SURVEY OF LITERATURE. A survey course in literature organized according to types. While emphasis is placed upon English literature, opportunity is also given for the comparative study of world masterpieces, especially in the field of the epic and drama, where need is felt for wider cultural perspective. Elective, open to juniors and seniors.

*Three hours per week, both semesters. Three credits each semester.*

43—THE ENGLISH ROMANTIC MOVEMENT. The beginnings of English romanticism in the eighteenth century will be traced briefly, followed by an intensive study of the poetry of Wordsworth, Coleridge, Shelley and Keats. Elective, open to seniors.

*Three hours per week, first semester.*

*Three credits.*

44—THE VICTORIAN ERA. This course will include a study of the social and ethical ideals of the period from 1832 to the end of the century, as they are reflected in the poetry of Browning, Tennyson, Arnold and the Pre-Raphaelites. Elective, open to seniors.

*Three hours per week, second semester.*

*Three credits.*

45—ADVANCED COMPOSITION. A course in creative prose writing for seniors who have shown special aptitude for original work. Methods of descriptive and narrative writing are studied through analysis of classic and contemporary prose models. Frequent individual conferences.

*Two hours per week, first semester.*

*Two credits.*

46—ADVANCED COMPOSITION. A continuation of course 45, with emphasis on the study and writing of the short story. Individual problems in contemporary literature are assigned for special study. Opportunity is given the student to cultivate her own tastes and interests in creative writing. Open only to those who have taken course 45.

*Two hours per week, second semester.*

*Two credits.*

47—SHAKESPEARE AND THE ELIZABETHAN DRAMA. A rapid survey of the Elizabethan theatre, leading to a careful study of a number of representative Shakespearean comedies and tragedies. Elective, open to seniors. Not given in 1934-35.

*Three hours per week, first semester.*

*Three credits.*

48—MODERN DRAMA. A study of significant modern plays, American, English and Continental, from the time of Ibsen to the present day. Elective, open to seniors. Not given in 1934-35.

*Three hours per week, second semester.*

*Three credits.*

## COURSES OF INSTRUCTION

### LATIN

The teaching of Latin in the Junior College aims at an increased ability to read the language understandingly and with some ease. Regular concentrated grammar review allows ample time for collateral reading in literature and history. An attempt is made to develop literary appreciation in a foreign language.

11-12—CICERO. Reading from the *Orations of Cataline, Pompey, Archias*, excerpts from *Verres*, selected *Letters*. A study is made of republican Rome, its social and political institutions, and Cicero as the product of this complex society. Writing of more difficult Latin with Cicero as a model.

*Four hours per week, both semesters. Four credits each semester.*

21-22—VERGIL. Reading of *Aeneid I-VI*. Definite emphasis is placed upon the sympathetic reading of the great epic as well as upon an appreciation of the elements which constitute its greatness. Study of the Augustan Age at Rome. Mythology. Collateral reading in Homer and Dante.

*Four hours per week, both semesters. Four credits each semester.*

31-32—CICERO, LIVY, TERENCE. In the *De Senectute* Cicero appeals to the student in an entirely new and delightful field, informal philosophy. Livy furnishes an introduction to the poetical Augustan prose, and gives the student a naive and dramatic account of Rome's early history. Terence's comedy shows the lighter side of Roman literature and is a splendid example of polished colloquial style. This course will be offered providing there are sufficient registrations.

*Three hours per week, both semesters. Three credits each semester.*

41-42—HORACE, TACITUS. Horace's *Odes* are the best known and most loved, if not the greatest, poetry Rome produced. Tacitus' *Agricola* returns the student to the regular Latin prose style.

*Three hours per week, both semesters. Three credits each semester.*

### MODERN LANGUAGES

The general aim of the courses in modern language is, through intensive study of the fundamentals of grammar and of correct pronunciation, to develop the ability to write and speak the simple idiomatic language, to understand it when heard, and to read graded material both intensively and for content. An endeavor is made in all classes to develop in the student an interest in, and a better understanding of, the real spirit, life, and ideals of the nation through its language. Courses 11-12, 21-22 in both French and Latin satisfy minimum university entrance requirements in languages.



FRENCH

11-12—BEGINNING FRENCH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

*Four hours per week, both semesters. Four credits each semester.*

21-22—INTERMEDIATE FRENCH. Grammar, review, dictation, oral work, themes. Reading of novel, history, play. Outside reading. Prerequisite, French 11-12, or equivalent.

*Four hours per week, both semesters. Four credits each semester.*

23-24—OUTLINE OF FRENCH LITERATURE. Outside reading for content. Oral reports. Grammar review with verb exercises. Prerequisite, French 11-12 and 21-22, or equivalent.

*Four hours per week, both semesters. Four credits each semester.*

31-32—ELEMENTARY FRENCH. A rapid course for advanced students who have not previously studied French. Phonetics, dictation, oral work. Fundamentals of grammar. Simple compositions, and readings on French heroes, history, and people. Open only to students in the upper division.

*Four hours per week, both semesters. Four credits each semester.*

33-34—ADVANCED FRENCH. Grammar review, short stories, conversation, outside reading, history, themes. Prerequisite, French 31-32, or the equivalent.

*Three hours per week, both semesters. Three credits each semester.*

41-42—FRENCH LITERATURE SURVEY. Illustrative readings. Grammar review, verb drills and exercises. Outside reading and reports. Prerequisite, French 31-34, or the equivalent.

*Three hours per week, both semesters. Three credits each semester.*

43-44—CONVERSATION AND COMPOSITION. Oral reports, grammar reviews, drills. Prerequisite, French 31-34, or the equivalent. Open only to students in the upper division. Not offered in 1934-35.

*Two hours per week, both semesters. Two credits each semester.*



## COURSES OF INSTRUCTION

### GERMAN

31-32—ELEMENTARY GERMAN. A rapid course for advanced students who have not previously studied German. Study of the foundations of grammar, drill in pronunciation, practice in writing and speaking and reading of simple prose and poetry. About fifty pages of supplementary reading are required in the second semester. Systematic work in translation for comprehension is emphasized.

*Four hours per week, both semesters. Four credits each semester.*

41-42—ADVANCED GERMAN. A review of grammar, practice in composition and conversation based on texts read. A study of the more common German idioms is also included. About one hundred pages of supplementary reading of modern German fiction and plays are required during the year. Prerequisite, German 31-32 or the equivalent. Not offered in 1934-35.

*Three hours per week, both semesters. Three credits each semester.*

### LIBRARY SCIENCE

#### PRE-LIBRARY SCHOOL COURSE

Junior College students who are planning to enter a Library School are advised to select courses which will provide them with the necessary breadth of background. The following are recommended: (a) English literature, especially survey courses in English and world literature; courses in literary interpretation and appreciation, drama, the novel, poetry, as well as work in composition, should be included; (b) Social sciences: economics and sociology; history, European, English, and United States; (c) Modern languages: A reading knowledge of both French and German is most helpful in library work; (d) Science: one or more of the following: biology, botany, chemistry, physics; (e) Psychology and education courses; (f) Speech arts; (g) Typing.

31—LIBRARY SCIENCE I. An introductory course required of all Junior College students. Aim: to make students self-reliant and capable users of the resources of the library, for both leisure and required reading. The work consists of lectures on the arrangement of books and the function of the library, together with practical problems on the use of the card catalog, encyclopedias and general reference books (including periodical indexes), with some practice in bibliography.

*Two hours per week until proficient.*

*No credit.*

32—LIBRARY SCIENCE II. A library course intended primarily for those who wish to make librarianship a profession. Special work in library tools and methods.

*One hour lecture, class problems, and two hours practice work per week.*

*Two credits.*

## PHYSICAL SCIENCE AND MATHEMATICS

### ASTRONOMY

43—DESCRIPTIVE ASTRONOMY. A descriptive and cultural course dealing with the principles of the science of astronomy. Non-mathematical approach. Includes the motion of the earth relative to the stars, the characteristics of the sun, stars, and nebulae, and the structure of the universe. Open to all seniors and to juniors upon approval by the instructor.

*Three hours per week, first semester.*

*Three credits.*

### CHEMISTRY

31-32—GENERAL CHEMISTRY. Principles and non-metallic elements. Metals and qualitative analysis. An introduction to chemistry. A study of fundamental principles, of characteristic chemical elements, of compounds important technically or of interest in daily life. The course aims to develop an understanding of the laws of physical science, and of the chemical phenomena in nature and in modern environment, and to bring about an appreciation of the contributions of science to the age in which we live, and to acquaint the student with "the scientific attitude." General Chemistry is prerequisite to specialization in home economics, nursing, medicine or any of the sciences. It is also of practical and cultural value to students interested in acquiring a general education. High school physics and two years of high school mathematics are desirable prerequisites. Open to juniors and seniors. Continuous throughout the year.

*Two class meetings and three two-hour laboratory meetings per week, both semesters.*

*Four credits each semester.*

41—ORGANIC CHEMISTRY. An introductory course which aims to acquaint the student with the fundamental principles of organic chemistry and with its application. Prerequisite, Chemistry 31-32. Open to seniors.

*Two class meetings and three two-hour laboratory periods per week, first semester.*

*Four credits.*

### PHYSICS

21-22—ELEMENTARY PHYSICS. A course aiming to offer to the student explanations of common phenomena in daily life, and an understanding of the laws which control these, and to acquaint the student with scientific method. Although the mathematical side of the subject is not neglected, emphasis is laid upon the applications of the principles of physics in modern environment. Prerequisite, two years of high school mathematics. Elective for freshmen and sophomores.

*Three class meetings and two two-hour laboratory periods per week, both semesters.*

*Four credits.*

## COURSES OF INSTRUCTION

### MATHEMATICS

The courses in mathematics aim to prepare the student for advanced study in mathematics, for the teaching of mathematics in secondary schools, for more efficient work in the various fields of business, finance, statistics, science, art, and engineering, and to develop a method of thinking and solving problems that will be useful in daily life.

11-12—PLANE GEOMETRY. A study of straight-line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

*Four hours per week, both semesters. Four credits each semester.*

13—ADVANCED ALGEBRA. A review of first-year algebra, factoring, quadratic equations, simultaneous equations, exponents, radicals, progressions, binomial theorem, determinants, the trigonometry of a right triangle.

*Four hours per week, first semester. Four credits.*

14—MODERN BUSINESS PROCEDURES. The purpose of this course is to develop in the student the ability to understand and appreciate the use and value of mathematics in the business world and in daily life. Special topics considered are percentage and its applications; trade and commercial discounts; the work of the modern bank, including the clearing house; the practice of thrift; methods of investing money; the stock exchange; life insurance and annuities; taxes and revenues; and business relations with foreign countries. Open to freshmen and sophomores.

*Four hours per week, second semester. Four credits.*

22—SOLID GEOMETRY. Lines, planes, and angles, in space a study of polyhedrons, cylinders, cones, and spheres with computation of their surfaces and volumes.

*Four hours per week, second semester. Four credits.*

31—COLLEGE ALGEBRA. A study of variables, functions, theory of equations, binomial theorem, progressions, logarithms, permutations, combinations, partial fractions, determinants, and series.

*Three hours per week, first semester. Three credits.*

32—TRIGONOMETRY. Trigonometric functions of angles, reduction formulas, fundamental identities, radian measure, inverse functions, equations, and the solution of triangles.

*Three hours per week, second semester. Three credits.*

41—ANALYTIC GEOMETRY. Geometry of a straight line, circle, parabola, ellipse and hyperbola. Transformation of coordinates, tangents, and polars of conics, polar coordinates, problems on loci and curve tracing. Offered only if sufficient number of students register.

*Three hours per week, first semester. Three credits.*

42—DIFFERENTIAL CALCULUS. A study of the theory of limits, derivation of formulas for differentiation with application, maxima and minima values of functions, differentials, curvature, partial differentiation, series, and expansion functions. Offered only if sufficient number of students register.

*Three hours per week, second semester. Three credits.*



## SECRETARIAL STUDIES

As many as sixteen credits may be offered for entrance to college although this amount varies with the institution to which one goes. Credit in stenography and typewriting may not be offered for advanced standing in universities. Hence only lower division students may receive credit for work in these courses. Upper division students, however, for the purpose of securing personal proficiency in these skills, may register either for course 11-12 or for 21-22 upon approval of the instructor. Under these conditions, the course is considered as a standard one and not as an extra and the same requirements as to preparation, examinations, and grades will be rigidly maintained.

For students who aim toward secretarial proficiency, courses 11-12 and 21-22 are required to be taken at the same time.

**11-12—ELEMENTARY STENOGRAPHY.** This course embraces the fundamental principles of the Gregg system of shorthand, with special emphasis upon brief forms and construction, phrase-writing, accuracy tests, and letter-writing. Shorthand penmanship drills are given daily. No credit is given for this course unless taken concurrently with Typewriting 21-22. Practice work of a thoroughly graded type and aimed at individual needs and problems is assigned as a daily feature of the work. Additional practice and tests upon the basis of the assignment are introduced into the class work.

*Four hours per week, both semesters.      Four credits each semester.*

**21-22—ELEMENTARY TYPEWRITING.** A course designed to instruct and drill the student in the technic of typewriting and the details of form and arrangement of transcript. Includes a study of the several parts of the machine; mastery of the keyboard by touch; tests and drills for speed and accuracy. The materials used are literary articles, business letters, telegrams, rough drafts, articles of agreement, certificates of incorporation, wills, and other legal forms.

*Four class meetings and four one-hour practice periods per week,  
both semesters.      Four credits each semester.*

**23-24—ADVANCED STENOGRAPHY AND TYPEWRITING.** The object of this course is to increase speed in taking dictation and transcribing short-hand notes on the typewriter. A portion of the time is given to a study of secretarial duties and office practice. Assigned work consists of practice in phrasing in stenography, transcription of dictation, preparation of assigned letters, and other related features. Tests upon certain portions of the assigned work are frequently given and material prepared out of class is strictly graded.

*Four hours per week.      Four credits each semester.*

## COURSES OF INSTRUCTION

### SOCIAL SCIENCES

#### ECONOMICS

41—GENERAL ECONOMICS. A course designed to orient the student in fundamental economic principles and in the problems of modern economic society. Includes a study of production and the modern exchange system. Open to seniors only.

*Three hours per week, first semester.*

*Three credits.*

42—GENERAL ECONOMICS. A continuation of Economics 41. Value and price; consumption; public finance; economic policies and politics. Prerequisite, Economics 41. Not given in 1934-35.

*Three hours per week, second semester.*

*Three credits.*

#### EDUCATION

Students who complete the courses in education and fulfill other requirements will be recommended for the Illinois Limited Elementary School Certificate which permits teaching in any of the first ten grades. Recommendation for the appropriate certificate in other states will be made also.

To obtain the certificate which is valid for four years of teaching or supervision it is necessary to complete sixty semester hours of work in the upper division, as follows:

| Courses  | Credits |
|--|---------|
| English .....  | 6       |
| Mathematics or Natural Science.....  | 6       |
| History or Social Science.....   | 6       |
| Introduction to Education 42.....  | 3       |
| Psychology 41 .....  | 3       |
| Practice Teaching 43, 44 .....   | 5       |
| Electives, including Free-hand Drawing, Ear-training, Extemporaneous Speaking, and Introduction to the Arts..... | 31      |
| Total.....   | 60      |

42—INTRODUCTION TO EDUCATION. A brief summary of the history of education in America followed by a study of the main phases of its development. In addition, attention is given to problems of instruction and school organization.

*Three hours per week, second semester.*

*Three credits.*

43—PRACTICE IN TEACHING. An introduction to the practical problems of classroom teaching. Organization, routine, schoolroom hygiene, discipline, lesson types, the assignment, methods of teaching, and similar topics will be studied. Frequent observations in schoolroom conditions

## FRANCES SHIMER JUNIOR COLLEGE

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and procedures are made by means of detailed observation outlines. This course is prerequisite to course 42, Practice Teaching.

*Two hours per week, first semester.*

*Two credits.*

44—PRACTICE IN TEACHING. A systematically arranged procedure in the acquisition of experience in teaching. By agreement with the Mount Carroll and Savanna Public Schools, prospective teachers enter classrooms where instruction is being carried on by experienced teachers. Observation of various types of teaching procedures will be followed by supervised participation in phases of the classroom program of instruction and this in turn followed by assumption of complete responsibility for the recitation. Quizzes and discussions follow each phase of acquired experience.

*Three hours per week, second semester.*

*Three credits.*

## GEOGRAPHY

22—HUMAN GEOGRAPHY. A survey of the distribution and characteristics of the elements of the natural environment (climate, land forms, soils, surface and ground water, natural vegetation and mineral deposits) with particular reference to the relation of the natural environment to the history and economic life of man.

*Four hours per week, second semester.*

*Four credits.*

## HISTORY AND GOVERNMENT

An understanding of any one of the social sciences depends upon the correct knowledge of past events and past developments. Hence the aim here is to provide the student with an intelligent background for the interpretation of the present day political, social, and economic life, which is amplified and extended in the work offered in the college.

11-12—MODERN EUROPEAN HISTORY. An elementary course for lower division students. The first half is a study of Western Europe from the reign of Louis XIV to 1789. International relations as influenced by dynastic rivalries and revolutionary movements of the period are studied. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War. Not given in 1934-35.

*Four hours per week, both semesters. Four credits each semester.*

21-22—HISTORY OF THE UNITED STATES. Survey of the colonial period, with emphasis upon American ideals and institutions. The new



## COURSES OF INSTRUCTION

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government and its founders; westward expansion; economic and political problems; the United States as a world power; the World War. Open to freshmen and sophomores.

*Four hours per week, both semesters. Four credits each semester.*

23—CIVICS. The forms and functions of government are studied with emphasis on such modern problems as international policies, trusts, taxation, immigration. This course aims to prepare the student for intelligent voting. Open to freshmen. Required of all sophomores.

*Four hours per week, first semester. Four credits.*

31-32—MODERN EUROPEAN HISTORY. A study of the history of Europe from the sixteenth century to the present. Rivalry for colonial possessions; constitutionalism in England; the French Revolution; reconstruction and reaction in the first half of the nineteenth century; colonial development and expansion; imperialism and democracy; industrial revolution; modern European powers, their conflicting interests at home and abroad; the World War, the world settlement, and the disarmament conference. Collateral reading and special reports; map work. Either half of the course may be elected.

*Three hours per week, both semesters. Three credits each semester.*

33-34—ENGLISH HISTORY. A study of English history from the Roman occupation through the World War. Political, social, religious, and economic elements in the growth of the English people. England's colonial development and imperial problems; her advance as a world power; alliances and ententes; the World War and post-war problems. Parallel readings, individual research studies, map work. Either half of the course may be elected.

*Three hours per week, both semesters. Three credits each semester.*

41-42—AMERICAN HISTORY. A general course covering colonization, constitutional organization and development, and growth of democracy and nationality. Open to seniors only. Either half of the course may be elected. Not given in 1934-35.

*Three hours per week, both semesters. Three credits each semester.*

35—HISTORY OF RELIGION. A survey of the beginnings of religion, the historical development and significance of the great religions of modern times and an attempt at a critical analysis of the social contributions of each.

*Two hours per week, first semester. Two credits.*

## FRANCES SHIMER JUNIOR COLLEGE

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36—HISTORY OF NEW TESTAMENT TIMES. A historical study of the life of Jesus with the aim of giving a thorough acquaintance with sources of information, geographical and chronological data, the world in which Jesus lived, his teachings, work, and conception of mission, as furnished by the synoptic gospels. A brief survey of the development of the early church receives attention.

*Two hours per week, second semester.*

*Two credits.*

47-48—INTRODUCTION TO ART HISTORY. This course aims primarily to give a survey of the history of art from the earliest times to the present day as a foundation for subsequent period courses. It traces the development of style, emphasizing in the first semester sculpture and architecture and in the second semester painting. It deals also with general art principles and seeks to show the value of such knowledge in the development of taste and observations and in the evaluation of the art of the present day. Lectures are supplemented by collateral readings, term papers, and the study of numerous reproductions. Course based on Gardner's *Art Through the Ages* with the addition of about 200 University Prints. Either semester may be taken alone, but the entire course is recommended. A year of history in the upper division is recommended.

*Three hours per week, both semesters. Three credits each semester.*

## PSYCHOLOGY

41—GENERAL PSYCHOLOGY. A general survey of the facts of mental life with special attention to the problem of learning. A series of ten simple experiments serve to introduce the student to the scientific aspects of the subject.

*Three hours per week, first semester.*

*Three credits.*

## SOCIOLOGY

41—INTRODUCTORY SOCIOLOGY. A general introductory course designed to give the student orientation in the social sciences and a working system of thought about society. Includes a study of the essential characteristics of group life; society and the person; processes and products of social interaction; the development of typical social institutions such as the family, the state and religion; social changes. Open to seniors only.

*Three hours per week, first semester.*

*Three credits.*

42—INTRODUCTORY SOCIOLOGY. An introductory study of population; immigration; women and children in industry; marriage and divorce; poverty; crime; disease and insanity as they reveal underlying maladjustments. Prerequisite, Sociology 41. Not given in 1934-35.

*Three hours per week, second semester.*

*Three credits.*









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## AND PREPARATORY SCHOOL

### THE PREPARATORY SCHOOL

#### PURPOSE

This division of the School consists of the ninth and tenth high school grades. The aim is to provide the highest type of instruction in the pre-junior college years so as to make adequate preparation for the wider range of studies that are there available. All instructors are of college grade, no distinction being made in the provision of instruction for students of either group.

In recognition of the characteristic needs of this group special provision is made in residence hall, class, and social organization to secure optimal development of each individual. At the same time free association with older students whose qualities of leadership are more completely developed is provided.

#### ADMISSION

Students who have completed the eighth grade of the elementary school or two years of the junior high school may be admitted without examination. Evidence of the amount and quality of work done as certified by the principal of the school last attended is a condition of entrance. On account of the rule requiring small classes students who are irregular in their preparation may be admitted providing their irregularity has been caused by conditions which are remediable.

#### MARKING SYSTEM

The system of grading students is identical with that used in the junior college. See page 29.

#### GENERAL RULES

Only rules applying specifically to students in the Preparatory School are given in this section. Rules and regulations of a general nature which are described in the junior college section of the catalogue apply also to Preparatory School students.

#### EXPENSES

A registration fee of ten dollars is required when the application is accepted. The name of the applicant is then entered officially in the list of new students. This amount is later credited to the semester fee. For any reason withdrawal becomes necessary, the registration fee will be refunded providing notification reaches the School before August 1 or January 1 of the first and second semesters, respectively.

|   |          |
|---|----------|
| Tuition and living, including board, room, and laundry, |          |
| for the year . . . . .                                  | \$675.00 |
| Tuition for day students . . . . .                      | 160.00   |

## FRANCES SHIMER JUNIOR COLLEGE

### TERMS OF PAYMENT

All fees are payable strictly in advance. The receipt of the cashier on each class registration card is necessary before students are admitted to classes. All accounts of whatever nature must be settled in full before the final examinations at the close of each semester, January 24, 1935, and May 31, 1935, for the fall and spring semesters, respectively. Students who enter for the first time at the beginning of the second semester will pay at the rate of three hundred and seventy-five dollars.

### HOUSE STUDENTS

|   |          |
|---|----------|
| Due on or before September 18, 1934,                                      |          |
| For the first semester .....  | \$400.00 |
| <i>The ten dollars registration fee will be credited on this payment.</i> |          |
| Due January 1, 1935, and payable not later than January 28,               |          |
| For the second semester.....  | \$275.00 |

### DAY STUDENTS

|   |         |
|---|---------|
| Due on or before September 18, 1934,                                      |         |
| For the first semester .....  | \$80.00 |
| <i>The ten dollars registration fee will be credited on this payment.</i> |         |
| Due January 1, 1935, and payable not later than January 28,               |         |
| For the second semester.....  | \$80.00 |

### EXTRA EXPENSES

Although most students enrolled in the Preparatory School will confine their attention to the fundamental courses required in preparation for the Junior College, privilege to take courses in art, music, and similar subjects is often given. For these studies extra fees are charged as listed below. Option is given, however, to pay the college fee of \$740 per year, which includes all fees of whatever nature.

|  | Per semester |
|--|--------------|
| Piano lessons, principal, two half-hour lessons per week....   | \$50.00      |
| Piano lessons, assistant, (as above).....  | 40.00        |
| Lessons in Voice, two half-hour lessons per week.....  | 50.00        |
| Violin lessons, (as above).....  | 50.00        |
| Use of piano, one hour a day.....  | 5.00         |
| Extra hours .....  | 3.25         |
| Use of room for violin practice.....   | 2.50         |
| Lessons in Art (pencil-drawing, charcoal, pen-and-ink, water-color, oil, pastel) five two-hour periods per week..... | 45.00        |
| Speech, two half-hour lessons per week.....  | 45.00        |
| Cooking, laboratory .....  | 10.00        |
| Sewing, laboratory .....   | 5.00         |
| Swimming, per semester .....   | 6.00         |
| Courses in stenography and typewriting.....  | 30.00        |

Rooms in the living halls are commonly designed to accommodate two students. Single rooms, when available, may be assigned upon request. A charge of thirty dollars per semester is made for single occupancy.

## AND PREPARATORY SCHOOL

### COURSE OF STUDY

#### *Definition of Terms*

The unit of measurement is the high school unit. A unit signifies the amount of credit given when a class in a given subject meets five times per week for a year of thirty-six weeks, each class meeting extending over a period of fifty minutes. A student normally studies four subjects and earns four units per year.

#### *Numbering of Courses*

Courses are numbered from 1 to 10. An odd number signifies that the course is taught in the first semester; an even number signifies that it is taught in the second semester.

#### ENGLISH

The objective of the Preparatory School English course is to cultivate a love of good literature and to encourage the habit of reading with discrimination. Emphasis is placed also upon a correct foundation in structure, punctuation, sentence form, and paragraphing. Standardized tests in literature, composition, and grammar, are given from time to time.

1-2—FIRST-YEAR ENGLISH. The course in literature consists of the reading of several classics. The study of mythology is made as a preparation for subsequent work in literature. Constant drill in grammar and frequent themes. Required of all first-year students.

*Daily, both semesters.*

*One-half unit each semester.*

3-4—AMERICAN LITERATURE. From the Colonial period to the present. Composition, and continued drill in grammar. Required of all second-year students.

*Daily, both semesters.*

*One-half unit each semester.*

#### LATIN

The preparatory school course is planned to develop in the student the mastery of forms and a concise method of attack which makes for the accurate translation and intelligent understanding of the classics.

The first two years are taken by many students who do not continue in the subject. For this reason Latin I and II are arranged so as to form a well-rounded unit in themselves. The aims are: first, to give the student a grasp of the principles of grammar and language structure which will be practical in all subsequent language study; second, to increase the student's ability to understand and appreciate her own language. This is accomplished through the constant use of grammatical parallels, and emphasis on derivation and the important place of the classics in English literature; third, to help the student gain a familiarity with the men, ideas,



## FRANCES SHIMER JUNIOR COLLEGE

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and ideals of one of the world's great civilizations. Courses 1-2, 3-4 satisfy minimum university entrance requirements in foreign languages.

1-2—ELEMENTARY LATIN. Thorough training on forms. Mastery of simple rules of syntax. Reading of large amount of simple graded materials such as myths, play, and stories of Roman life to give practice in applying grammatical principles. Writing of easy Latin.

*Daily, both semesters.*

*One-half unit each semester.*

3-4—CAESAR. Brief review of elementary forms of syntax. Thorough drill on subjunctives. Intensive reading of more difficult Latin preparatory to Caesar. Selection from Caesar's Gallic Wars. Writing of Latin based on text. Collateral reading and reports.

*Daily, both semesters.*

*One-half unit each semester.*

### FRENCH

1-2—BEGINNING FRENCH. Constant practice in oral work through dictation, reading, phonograph records. Aural training. Fundamentals of grammar. Graded reading, so treated as to attempt to train the student to grasp the idea directly from the language itself. Careful presentation of new material.

*Daily, both semesters.*

*One-half unit each semester.*

### MATHEMATICS

1-2—FIRST-YEAR ALGEBRA. This course includes positive and negative numbers, graphs, fundamental operations, linear equations, products, factoring, fractions, fractional equations, simultaneous equations, quadratic equations, verbal problems, ratio and proportion.

*Daily, both semesters.*

*One-half unit each semester.*

3-4—PLANE GEOMETRY. A study of straight line figures, parallels, perpendiculars, circles, similar polygons, areas of polygons and circles, regular polygons.

*Daily, both semesters.*

*One-half unit each semester.*

### HISTORY

1—ANCIENT HISTORY. A brief consideration of pre-historic life and a study of Greek and Roman life, with two aims: first, that of understanding what history is; and second, to obtain a knowledge of the contributions of ancient peoples to the peoples of western civilization.

*Daily, first semester.*

*One-half unit.*

2—MEDIEVAL CIVILIZATION. A survey of medieval life to the period of Louis XIV, with studies of such customs, institutions and personalities as will throw light on the development of modern institutions.

*Daily, second semester.*

*One-half unit.*

## AND PREPARATORY SCHOOL

3-4—MODERN EUROPEAN HISTORY. An elementary course. The first half is a study of Western Europe from the reign of Louis XIV to 1789. International relations as influenced by dynastic rivalries and revolutionary movements of the period. The second part covers from 1789 to the present. Political and economic influences are traced in considerable detail as are also the international relations which culminated in the World War. Not given in 1934-35.

*Daily, both semesters.*

*One-half unit each semester.*

### SCIENCE

1-2—PHYSIOLOGY AND HYGIENE. The aim of the course is to give a general knowledge of the structure and hygiene of the body. It includes a study of the digestive, circulatory, respiratory, and nervous systems. Four recitation periods and one laboratory period per week. Continues throughout the year.

*Daily, both semesters.*

*One-half unit each semester.*

### HOME ECONOMICS

1—COOKING. Study of the classes of foods and their relation to health; preparation of food; meal planning and serving; experimental problems illustrating the underlying principles of cookery.

*Two class periods and three two-hour laboratory periods per week, first semester.*

*One-half unit.*

2—SEWING. Study and application of the fundamental processes in garment construction; use of sewing machine; elementary study of textile fibers and fabrics with relation to wearing quality.

*Two class periods and three two-hour laboratory periods per week, second semester.*

*One-half unit.*

### PIANO

1-2—ELEMENTARY PIANO I. Foundation work; Gurlitt, Opus 82, Bk. I; Berens, Opus 70; Bertini, Opus 166; Loeschorn, Opus 65, Bk. I; Krause, Opus 25; and additional elementary pieces.

*Two class meetings and five hours practice per week.*

*One-quarter unit each semester.*

3-4—ELEMENTARY PIANO II. Lemoine, Opus 37; Loeschorn, Opus 65, Bk. II; Divernoy, The School of Mechanism; Kunz, Two-Part Canons; easy pieces; technic.

*Two class meetings and five hours practice per week.*

*One-quarter unit each semester.*

## FRANCES SHIMER JUNIOR COLLEGE

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### VOICE

1-2—ELEMENTARY VOICE I. A study of the fundamentals of breath control and correct tone development. Major and minor scales, arpeggios, phrasing and enunciation. Studies are selected from Concone, Sieber and others.

*Two class meetings and five hours practice per week.*

*One-quarter unit each semester.*

3-4—ELEMENTARY VOICE II. Further attention is given to tone development and breathing. Vocalises from Vaccai, Panofka, Marchesi. Simple songs are chosen from classical and modern composers.

*Two class meetings and five hours practice per week.*

*One-quarter unit each semester.*

### ART

1-2—GRAPHIC ARTS. In the beginning course the purpose is to develop close observation and ease in handling materials through a study of casts, interesting arrangements of still-life objects and pose sketching. Mediums are charcoal, pencil, colored crayons, pen and ink. There is practice in lettering to develop skill in drawing single stroke and more complex alphabets. Principles of perspective are applied to drawings. Instruction is given in the correct use of drafting instruments. Rules for dimensioning with applications to working drawings. All drawing and lettering is done during the regular studio time. History of Art lectures on Classic, Medieval and Renaissance Art are given one period each week; notebooks and outside readings are required.

*One class meeting and four two-hour studio periods per week, both semesters.*

*One-half unit each semester.*

### PHYSICAL EDUCATION

1-2—PHYSICAL EDUCATION. Required of all first-year students.

*Four periods per week, both semesters. One-quarter unit for the year.*

3-4—PHYSICAL EDUCATION. Required of all second-year students.

*Four periods per week, both semesters. One-quarter unit for the year.*



## AND PREPARATORY SCHOOL

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### STUDENT REGULATIONS

*Residence halls*—Students from out of town are required in all cases, unless residing with near relatives, to occupy rooms in the residence halls. Students living on the campus avoid many distractions, come into close contact with the life of the School, and are more likely to regard the school work as the one thing demanding their best efforts. They are led to cultivate a healthy spirit of self-reliance. Not infrequently the best and most lasting results of school life are derived from its associations.

Rules for house students are furnished on entrance. In general, they provide for such order and behavior as would be expected in a cultured home. The students in the Junior College have student government under a constitution adopted by themselves and approved by the Faculty. Preparatory School pupils are free within the boundaries of the campus in recreation hours; when outside the campus they are chaperoned.

The rooms are designed to be occupied by two students. An extra charge of thirty dollars each semester is made for a single room. All rooms are furnished with single beds (3 feet x 6 feet 3 inches), pillows (20 inches wide), chairs, study tables, chest of drawers, and window shades. The windows are 6 x 4 feet; the tops of the chests of drawers, 38 x 19 inches. Students furnish rugs (if desired), bedding, curtains, towels, six napkins (18 inches square) and napkin ring, cup, fork, and spoon (for use at spreads and picnics). It is also recommended that they provide themselves with a hot-water bottle, an umbrella, and heavy walking shoes.

Students are required to care for their own rooms. On days when classes are in session the rooms must be clean and in order by eight o'clock.

As a precaution against fire, the use of matches and electric devices is prohibited in students' rooms. Electric plates and irons are provided at convenient places.

*Dress*—Definite rules for dress are not prescribed, since dress is expressive of individuality. It is suggested, however, that in the selection of clothing and shoes two standards be observed: suitability and simplicity. Students are expected to come supplied with suits and dresses which meet the requirements for general wear, sports, and social functions. For school wear, one-piece frocks of material suited to the season have been found satisfactory. A simple, but appropriate toilet for dinner is expected. Occasionally a semi-formal or dinner dress is needed; and for formal school functions, evening dress appropriate to the age of the student is essential. A white sports dress is needed at Commencement time and for initiations into organizations. The same rule of simplicity and suitability applies to shoes. High heels are out of place on the campus except for evening. For every day and for walking, plain, well-made sports oxfords with low or medium heels are best.

## FRANCES SHIMER JUNIOR COLLEGE

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*Laundry*—Clothing which is to be sent to the laundry should be plain and should be marked by means of name tapes bearing the full name, not the initials only. These may be ordered through the business office at any time and the cost charged to the student's book-store account. The name tapes will be sent directly to the student's home or to the school, as requested. Laundry rates are considerably below commercial charges. A weekly allowance of sixty cents is granted each student. An amount of laundry in excess of this will be charged to the student's book-store account.

*Absences*—Students are expected to attend all school exercises. Parents are requested not to ask that their daughters be excused before the work is entirely completed at vacations; such requests are rarely granted. The full work continues to the hour of closing, and full work begins at the hour of opening after winter and spring vacations.

No student may under any circumstances leave town without permission previously obtained from the Dean of Women on written request of the parent. Reasonable week-end absences are allowed. Such requests should be addressed directly to the Dean of Women and in ample time for correspondence. Frequent absences interfere with the studies and health of the student concerned and also disturb the work of other students, seriously diminishing the efficiency of the instructors.

*Guests*—Parents who come to inspect the School, or who bring their daughters to the School, are particularly welcome. When notified in advance, the School makes arrangements for the entertainment of friends of students not to exceed three days at one time. Students are not excused from any regular school duty on account of guests.

*Allowances*—Extravagance in the use of money is discouraged. Parents are urged to give their daughters a reasonable monthly allowance. Banking facilities are furnished by the business office for the benefit of student depositors.

*Telephones*—The use of the telephone is restricted, in the interest of students. All conversations are limited to parents and confined to recreation hours. Communication by telephone or telegraph is subject to approval by the Dean.

*Express and telegrams*—All express and telegrams should be sent in care of the School and should be prepaid to avoid delay.

*Permissions*—Special requests for permissions of any kind should come from the parent to the Dean of Women direct, not through the student. Until written request has been made to the Dean and direct answer has been received parents should not consent to requests by pupils, involving suspension of School regulations.

*Secret societies*—All secret societies are forbidden.

*Smoking*—No student may smoke while under the jurisdiction of the school.

# REGISTER OF STUDENTS

FOR THE YEAR 1933-34

GRADUATES, JUNE, 1933

## *Upper Division*

|                              |                          |
|------------------------------|--------------------------|
| Allen, Ramona.....           | East Moline, Illinois ✓  |
| Borop, Lillian.....          | Lanark, Illinois         |
| Cottingham, Ruth.....        | Bloomington, Wisconsin ✓ |
| Derrer, Ruth.....            | Lanark, Illinois         |
| Engleking, Florence.....     | Mount Carroll, Illinois  |
| Frissell, Janette.....       | Clinton, Iowa            |
| Gsell, Virginia.....         | Mount Carroll, Illinois  |
| Hamilton, Mary.....          | Dixon, Illinois          |
| Hamilton, Cordelia.....      | Mount Carroll, Illinois  |
| Mershon, Mildred.....        | Mount Carroll, Illinois  |
| Strahl, Marion.....          | Madison, Wisconsin ✓     |
| Strauch, Mary Katherine..... | Mount Carroll, Illinois  |
| Traer, Marcia.....           | Vinton, Iowa ✓           |
| Waring, Mary Elizabeth.....  | Savanna, Illinois ✓      |
| Warner, Myra Alice.....      | Dixon, Illinois ✓        |

## *Lower Division*

|                               |                         |
|-------------------------------|-------------------------|
| Basiger, Barnetta.....        | Chicago, Illinois       |
| Blackman, Mary Elizabeth..... | Whitewater, Wisconsin   |
| Carstens, Dorothy.....        | Ackley, Iowa            |
| Fayram, Marilyn.....          | Belvidere, Illinois     |
| Harvey, Margaret.....         | Fremont, Nebraska       |
| Higgins, Grace.....           | Chicago, Illinois       |
| Johnson, Esther Jane.....     | Cedar Rapids, Iowa      |
| Kelly, Marion.....            | Amarillo, Texas         |
| Lambie, Judy.....             | Amarillo, Texas         |
| LePelley, Priscilla.....      | Highland Park, Illinois |
| Miller, Dorothy.....          | Chicago, Illinois       |
| Plaut, Marion.....            | Highland Park, Illinois |
| Salmon, Marion.....           | Beloit, Wisconsin       |
| Sims, Ann.....                | Frankfort, Indiana      |
| Sleight, Helen.....           | Battle Creek, Michigan  |
| Summerville, Frances.....     | Harvey, Illinois        |
| Wahl, Elizabeth.....          | Wheaton, Illinois       |



# FRANCES SHIMER JUNIOR COLLEGE

## JUNIOR COLLEGE, 1933-34

### SENIOR CLASS

|                           |                         |
|---------------------------|-------------------------|
| Beck, Winifred.....       | Benton, Wisconsin       |
| Black, Louise.....        | Perry, Iowa             |
| Braman, Grace.....        | Detroit, Michigan       |
| Brown, Irene.....         | Spring Valley, Illinois |
| Campbell, Helen.....      | Mount Carroll, Illinois |
| Card, Helen.....          | Eaton Rapids, Michigan  |
| Carpenter, Leonora.....   | Iron Mountain, Michigan |
| Fields, Martha Jane.....  | South Bend, Indiana     |
| Fritz, Ruby.....          | Savanna, Illinois       |
| Hoffman, Martha Jane..... | Clinton, Iowa           |
| Keim, Lucille.....        | Mount Carroll, Illinois |
| Kelly, Marion.....        | Amarillo, Texas         |
| Lambie, Judy.....         | Amarillo, Texas         |
| Larson, Florence.....     | Mount Carroll, Illinois |
| Lower, Irma.....          | Lanark, Illinois        |
| Mattoon, Florence.....    | Chicago, Illinois       |
| Mercer, Vivian.....       | Corning, Iowa           |
| Morthland, Dorothy.....   | Hammond, Indiana        |
| Owen, Harriet.....        | Mount Carroll, Illinois |
| Pinckney, Elizabeth.....  | Oak Park, Illinois      |
| Schneider, Florence.....  | Mount Carroll, Illinois |
| Schnepf, Arlo.....        | Alvord, Iowa            |
| Weidman, Gladys.....      | Mount Carroll, Illinois |
| Wilcox, Virginia.....     | Morris, Illinois        |
| Wulfin, Kathryn.....      | Chicago, Illinois       |
| Young, Helen.....         | Morris, Illinois        |

### JUNIOR CLASS

|                         |                        |
|-------------------------|------------------------|
| Anderson, Gene.....     | Saint Paul, Minnesota  |
| Applegate, Mildred..... | Chicago, Illinois      |
| Bannon, Helen.....      | Morris, Illinois       |
| Blaine, Virginia.....   | Oak Park, Illinois     |
| Burtch, Dorothy.....    | Waukesha, Wisconsin    |
| Buser, Doris.....       | Mount Morris, Illinois |
| Butler, Sara.....       | Winnetka, Illinois     |
| Caldwell, Margaret..... | Hammond, Indiana       |
| Carstens, Dorothy.....  | Ackley, Iowa           |
| Carter, Gertrude.....   | Lanark, Illinois       |
| Cook, Rolene.....       | Evanston, Illinois     |
| Daehler, Velda.....     | Chadwick, Illinois     |
| Danashon, Barbara.....  | Decatur, Illinois      |
| Disosway, Polly.....    | Des Moines, Iowa       |
| Dutton, Mary Jane.....  | Sycamore, Illinois     |
| Easson, June.....       | Racine, Wisconsin      |

## REGISTER OF STUDENTS

|                            |                           |
|----------------------------|---------------------------|
| ayram, Marilyn .....       | Belvidere, Illinois       |
| arland, Helen .....        | Champaign, Illinois       |
| leim, Mary Verna .....     | Arlington, Iowa           |
| otschall, Mary A. ....     | Vincennes, Indiana        |
| avens, Annabelle .....     | Logan, Iowa               |
| ill, Virginia .....        | Detroit, Michigan         |
| loffman, Grace .....       | Mount Carroll, Illinois - |
| ohnson, Judith .....       | Sioux City, Iowa          |
| ness, Elizabeth .....      | Audubon, Iowa             |
| rout, Kathryn .....        | Galesburg, Illinois       |
| McKee, Rosemary .....      | Mount Clemens, Michigan   |
| McLagan, Beatrice .....    | Saint Paul, Minnesota     |
| McNeill, Margaret .....    | Monticello, Iowa          |
| feier, Elizabeth .....     | Ottumwa, Iowa             |
| itchell, Jane .....        | Romney, Indiana           |
| Neal, Dorothy .....        | Wilmette, Illinois        |
| usselman, Wilma .....      | Detroit, Michigan         |
| artridge, Frances .....    | Minneapolis, Minnesota    |
| uterbaugh, Marjorie .....  | Lanark, Illinois -        |
| asoner, Arlene .....       | Humbolt, Iowa             |
| chaefer, Ann Marie .....   | Pekin, Illinois           |
| chumann, Coryl .....       | Chicago, Illinois         |
| avey, Elva Jane .....      | Aurora, Illinois          |
| harp, Audrey .....         | Savanna, Illinois -       |
| outhcomb, Josephine .....  | Morris, Illinois          |
| precher, Anna Louise ..... | Lanark, Illinois -        |
| precher, Jane .....        | Lanark, Illinois -        |
| tein, Emma .....           | Dixon, Illinois           |
| tewart, Dorothy .....      | Toledo, Iowa              |
| esdell, Anna Mae .....     | Des Moines, Iowa          |
| racy, Alice .....          | Oak Park, Illinois        |
| ucker, Lois .....          | Winnetka, Illinois        |
| Varner, Louise .....       | Dixon, Illinois           |
| White, Katherine .....     | Minneapolis, Minnesota    |
| Wilcox, Verna .....        | Freeport, Illinois        |
| Wilkinson, Gertrude .....  | Berwyn, Illinois          |
| Williams, Carol .....      | Albion, Nebraska          |
| Williams, Gwendolen .....  | Green Bay, Wisconsin      |

### SOPHOMORE CLASS

|                             |                         |
|-----------------------------|-------------------------|
| Allen, Laura .....          | Peoria, Illinois        |
| Boldenweck, Elizabeth ..... | Winnetka, Illinois      |
| Coleman, Mary .....         | Chicago, Illinois       |
| Cooper, Marjorie .....      | Gassaway, West Virginia |
| Dickey, Mary Bea .....      | Cicero, Illinois        |
| Eiker, Helen .....          | Leon, Iowa              |
| Fawell, Mary Jane .....     | Highland Park, Illinois |

## FRANCES SHIMER JUNIOR COLLEGE

|                        |                        |
|------------------------|------------------------|
| Fergus, Elizabeth      | Van Wert, Ohio         |
| Folz, Elizabeth        | Chicago, Illinois      |
| Floyd, Mary            | Riverside, Illinois    |
| Goldberg, Dorine       | Chicago, Illinois      |
| Hanby, Winifred        | Carroll, Iowa          |
| Henry, Mary            | Chicago, Illinois      |
| Henszey, Elizabeth     | Oconomowoc, Wisconsin  |
| Hoffman, Mildred       | Chicago, Illinois      |
| Hoyle, Ruth            | McNabb, Illinois       |
| Hubbard, Gayle         | Berwyn, Illinois       |
| Iselin, Anna Jane      | Chicago, Illinois      |
| Jacobs, Dorothy        | Minneapolis, Minnesota |
| Keck, Jeanne           | Chicago, Illinois      |
| Kiger, Martha          | Mattoon, Illinois      |
| Lemon, Dorothy         | Pratt, Kansas          |
| Lemon, Elizabeth       | Pratt, Kansas          |
| Lepine, Jeanne         | Chicago, Illinois      |
| ~ Lewis, Adelaide      | Saint Joseph, Michigan |
| Lillie, Jeanne         | Rochester, Minnesota   |
| ~ Mackemer, Mary Olive | Peoria, Illinois       |
| McNab, Marjorie        | Plano, Illinois        |
| Mershon, Gwendolyn     | Keithsburg, Illinois   |
| Miller, Madelyn        | Chicago, Illinois      |
| Ramage, Jeanne         | Evanston, Illinois     |
| Turner, Edith          | Peoria, Illinois       |
| Watt, Jeanne           | Hinsdale, Illinois     |
| Wheeler, Nancy         | Peoria, Illinois       |
| Wilson, Ruth           | Chicago, Illinois      |

### FRESHMAN CLASS

|                        |                      |
|------------------------|----------------------|
| Claypool, Virginia     | Oak Park, Illinois   |
| Gable, Lois            | Monticello, Indiana  |
| Hessler, Jean          | Berwyn, Illinois     |
| Lambie, Helen          | Hastings, Michigan   |
| Lee, Elizabeth         | Oak Park, Illinois   |
| Lucas, Jean            | Chicago, Illinois    |
| MacKinnon, Helen       | Wauwatosa, Wisconsin |
| McNab, Bobbie          | Plano, Illinois      |
| O'Dea, Marjorie        | Peoria, Illinois     |
| Oleson, Barbara        | Kenilworth, Illinois |
| Page, Jane             | Peoria, Illinois     |
| Pistor, Mary Jane      | Dundee, Illinois     |
| Rowland, Ann           | Waterloo, Iowa       |
| Smithies, Katherine    | Chicago, Illinois    |
| ~ Sorensen, Norma Jean | Park Ridge, Illinois |
| Svehla, Florence       | Cicero, Illinois     |
| Turner, Mabel          | Peoria, Illinois     |



## REGISTER OF STUDENTS

### PREPARATORY SCHOOL

#### SECOND YEAR

|                        |                         |
|------------------------|-------------------------|
| Dudley, Eleanor        | Chicago, Illinois       |
| Hanson, Helen          | Oak Park, Illinois      |
| Mackemer, Elizabeth    | Peoria, Illinois        |
| Page, Margaret         | Peoria, Illinois        |
| Slate, Dorothea        | Sioux City, Iowa        |
| Speed, Patricia        | Highland Park, Illinois |
| Sturdevant, Mary Ellen | Winnetka, Illinois      |

#### FIRST YEAR

|                     |                      |
|---------------------|----------------------|
| Booth, Margaret     | Beloit, Wisconsin    |
| Childs, Mary        | Chicago, Illinois    |
| Easson, Marcella    | Racine, Wisconsin    |
| Haskell, Lillian    | Chicago, Illinois    |
| Iverson, Doris      | Chicago, Illinois    |
| Johnson, Elaine     | Park Ridge, Illinois |
| Kaylor, Margaret    | Barrington, Illinois |
| Lambrecht, Margaret | Chicago, Illinois    |
| Larson, Irene       | Chicago, Illinois    |
| Lenth, Mary         | Chicago, Illinois    |
| Lusk, Nancy         | Peoria, Illinois     |
| Myers, Edwina       | Muncie, Indiana      |
| Pistor, Verna Ruth  | Dundee, Illinois     |
| Powers, Margaret    | Chicago, Illinois    |
| Sanford, Lois       | Oak Park, Illinois   |
| Willis, June        | Chicago, Illinois    |

#### SPECIAL STUDENTS

|                        |                         |
|------------------------|-------------------------|
| Adams, Annabelle       | Chicago, Illinois       |
| Carter, Jeannette      | Lanark, Illinois        |
| French, Ruth           | Thompson, Illinois      |
| Groharing, Prudence    | Thompson, Illinois      |
| Hostetter, Florence E. | Mount Carroll, Illinois |
| Hostetter, Maralene    | Mount Carroll, Illinois |
| King, Genevieve        | Mount Carroll, Illinois |
| Miles, Mary Jean       | Mount Carroll, Illinois |
| Roske, Frances         | Mount Carroll, Illinois |
| Roske, Maurine         | Mount Carroll, Illinois |
| Smith, Paul            | Mount Carroll, Illinois |
| Squires, Mrs. Grace    | Mount Carroll, Illinois |
| Stadel, Mildred        | Chadwick, Illinois      |
| Stakemiller, Katherine | Mount Carroll, Illinois |
| Wolf, Katherine        | Lanark, Illinois        |

FRANCES SHIMER JUNIOR COLLEGE

SUMMARY OF ATTENDANCE

1933-34

JUNIOR COLLEGE—

| <i>Upper Division</i>   | <i>First semester</i> | <i>Second semester</i> | <i>Net Total</i> |
|-------------------------|-----------------------|------------------------|------------------|
| Seniors .....           | 25                    | 26                     | 26               |
| Juniors .....           | 54                    | 51                     | 54               |
| <i>Lower Division</i>   |                       |                        |                  |
| Sophomores .....        | 34                    | 32                     | 35               |
| Freshmen .....          | 16                    | 17                     | 17               |
| TOTAL IN JUNIOR COLLEGE | 129                   | 126                    | 132              |

PREPARATORY SCHOOL--

|                          |     |     |     |
|--------------------------|-----|-----|-----|
| Second Year .....        | 7   | 7   | 7   |
| First Year .....         | 14  | 16  | 16  |
| TOTAL IN PREP. SCHOOL... | 21  | 23  | 23  |
| Special Students .....   | 13  | 15  | 15  |
| GRAND TOTAL .....        | 163 | 164 | 170 |

GEOGRAPHICAL DISTRIBUTION

|                     |     |
|---------------------|-----|
| Illinois .....      | 115 |
| Iowa .....          | 19  |
| Michigan .....      | 8   |
| Wisconsin .....     | 8   |
| Indiana .....       | 7   |
| Minnesota .....     | 6   |
| Kansas .....        | 2   |
| Texas .....         | 2   |
| Nebraska .....      | 1   |
| Ohio .....          | 1   |
| West Virginia ..... | 1   |

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## GENERAL INFORMATION

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### FRANCES SHIMER ALUMNAE ASSOCIATION

*Mount Carroll Branch*

#### OFFICERS 1933-34

President ..... Dorothy Metz  
Vice-President ..... Violet Spealman Frank  
Secretary-Treasurer ..... A. Beth Hostetter

#### EXECUTIVE COMMITTEE

Harriet Nase Connell  
Thelma Fox Homedew  
Rose Demmon  
Lillian Clemmer  
Mabel Mest Greison  
Lola Spealman Taylor

\*\*\*

### DICKERSON ART GALLERY

#### ART COMMISSION MEMBERS, 1933-34

William E. Goodman  
Elizabeth Moeller  
Ileen B. Campbell  
Elva Jane Seavey  
Effie Shaw  
A. Beth Hostetter  
Gwendolyn Williams



## CALENDAR OF EVENTS

1933-34

- Sept. 16 Y. W. C. A. Who's Who Party in the gymnasium.
- Sept. 17 President Wilcox spoke in vespers on "The Modern Jonah."
- Sept. 23 Group picnics and stunt night.
- Sept. 24 School sing in West Hall Lounge.
- Sept. 30 Class night.
- Oct. 1 Y. W. C. A. presents its plan and program for the year in vespers.
- Oct. 7 First club meetings of the year.
- Oct. 8 Miss Hostetter told at vespers of the early life and letters of Mrs. Shimer.
- Oct. 14 Virginia Roediger, Goodman Theater, Chicago, gave a costume recital, "Fashions of Other Ages."
- Oct. 15 Helen Bannon and her trio, Harp, Flute, and Violin in concert.
- Oct. 21 We revelled in a Student Carnival, sponsored by the Lounge Benefit Committee.
- Oct. 22 The paintings of Illinois Artists exhibited in Dickerson Gallery in the afternoon.  
Memorial vesper service for President Emeritus W. P. McKee and Dr. J. S. Dickerson, President of the Board of Trustees.
- Oct. 23 Dr. and Mrs. Maynard O. Williams, European editor of National Geographic Magazine visited President and Mrs. Wilcox. Dr. Williams told the girls how to break into Journalism.
- Oct. 28 The Junior College Freshman class entertains the school at a Hallowe'en Prom.
- Oct. 29 Professor and Mrs. Leo Schwing delighted us with their first concert of the year.
- Nov. 3 Rockwell Kent's lecture, "In Defense of True Art."
- Nov. 4 Club night.
- Nov. 5 President Wilcox told us Chinese Stories in the Lounge.
- Nov. 11 The Dramatic Club opened the doors to a matinee dress rehearsal of "Mother Goose Revue."
- Nov. 12 Professor Marshall M. Knappan, Department of History, University of Chicago, told us about "The English Way of Life."
- Nov. 13 Formal presentation of "Mother Goose Revue," Dramatic Club.
- Nov. 18 First swimming meet of the year. Exhibition diving and swimming by Lake Shore Athletic Club, Chicago, stars.
- Nov. 19 Mr. Seitner spoke to us in vespers.
- Nov. 25 Bradley School of Theatre Arts, Peoria, presented a "History of the Dance."
- Nov. 26 Dr. Joseph C. Murley, Associate Professor of Classical Languages, Northwestern University.
- Nov. 30 Thanksgiving Day annual Hockey Game. Chapel service before dinner, and the annual formal dance in the evening.
- Dec. 3 Recital by music students.
- Dec. 10 Students of Music and Dramatics present the annual Nativity Play.
- Dec. 11 With several young friends, we enjoyed the Christmas Party.

## GENERAL INDEX

- Jan. 6 Piano recital by Emily Boettcher, Northwestern University music faculty.
- Jan. 7 President Wilcox spoke in vespers on "The Oxford Group and Its Significance to Young Americans."
- Jan. 13 Clubs met again.
- Jan. 14 Mrs. Ruth Stelhorn Mackensen, '18, research student at the Oriental Institute, University of Chicago, told us about Medieval Moslem Libraries.
- Jan. 20 Residence halls had parties.
- Jan. 21 We were inspired by a vesper talk by Dr. Frederick L. Shannon, Central Church, Orchestra Hall, Chicago.
- Jan. 27 Open night when we went to the movies, or swam, or whatever we wished.
- Jan. 28 Mr. Nesmith spoke to us in vespers.
- Feb. 3 The clubs clubbed together.
- Feb. 4 Professor Florence E. Janson, of the department of Political Science of Rockford, told us about Julia Lathrop and her work.
- Feb. 11 The Glee Club sang and dramatized Negro Spirituals.
- Feb. 17 Second swimming meet.
- Feb. 18 Dr. George D. Allison, of Wilmette, spoke to us in vespers.
- Feb. 24 Junior College Sophomore formal dance.
- Feb. 23 Mrs. Wilcox entertained Mrs. Robert Moseley of London, who spoke in chapel.
- Feb. 25 Reverend Mr. Kennan, Episcopal Rector of Freeport, talked in vespers.
- Mar. 3 Frances Shimer Dramatic Club, "Alice-Sit-By-The-Fire."
- Mar. 4 Ballads and songs by Charles Edwin Lutton of Chicago.
- Mar. 11 Professor and Mrs. Schwing in concert.
- Mar. 16 "Uncle Remus Stories," told by Tony Sarg's Marionettes.
- Mar. 17 Intra-mural final basketball game completes the series played this week.
- Mar. 18 Our Easter Service, Pantomime, "Life of Christ," presented by the Music and Dramatic Arts students.
- Mar. 19 Athletic Association annual banquet.
- April 7 Todd School Players present "Julius Caesar."
- April 8 A Cappella Choir of Augustana College, in Easter music.
- April 14 The Chicago Symphony Orchestra String Quartet pleased our instrumentalists in the afternoon with a studio demonstration and all of us in the evening with a concert.
- April 15 Reverend Mr. H. A. Heimsath of Evanston spoke in vespers.
- April 21 Junior College Senior formal dance.
- April 22 Exhibition of European Water Colors by Herbert Sanborn, Director Municipal Art Gallery, Davenport, Iowa, in Dickerson Gallery in the afternoon.
- Miss Schobel's concert in the evening.
- April 28 Third swimming meet.
- April 29 Reverend Mr. Charles Carman of Chicago talked in vespers.
- May 5 Preparatory School had its annual party.
- May 6 Professor Clyde Hart, Department of Sociology, University of Iowa.
- May 11 Founders' Day—half-day picnic at Smith's Canyon.
- May 13 Glee Club presented its annual concert.

## FRANCES SHIMER JUNIOR COLLEGE

---

- May 19 Our May Queen presides at the annual May Fete.  
 May 20 President Wilcox talked in vespers.  
 May 27 Recital by Department of Speech.  
 June 1 Banquet of Junior College Freshman and Sophomore classes.  
 Juniors entertained the Seniors at a party.  
 June 2 Class Day Exercises.  
 Reunion luncheons.  
 Departmental exhibits.  
 Alumnae picnic supper in the evening, and recital by music students.  
 June 3 President's Reception at College Hall in the afternoon, chamber music.  
 Tea served by the Y. W. C. A.  
 Commencement Sermon in the evening followed by the Illuminated  
 Procession on the Quadrangle, and Class Sing on the Library steps.  
 June 4 Our Eighty-first Commencement.



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## GENERAL INDEX

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## ENDOWMENTS

### ENDOWMENTS

Frances Shimer Junior College is in particular need of extending its endowment resources, and appeals to friends to be mindful of the varied services which have been rendered to the cause of education for young women and the meager financial endowment by means of which this has been done.

There is pressing need, also, for gifts and bequests for scholarships that will aid worthy young women to secure an education. Friends of Frances Shimer Junior Colleges are urged to remember the great value which a relatively small amount of money when invested has for such purposes.

The accounts are audited by Lybrand, Ross Brothers and Montgomery, chartered public accountants, of New York, Pittsburgh, Philadelphia, and Chicago.

### FORM OF BEQUEST FOR ENDOWMENT

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$..... to be invested for the permanent endowment of the Academy.

### FORM OF BEQUEST FOR SCHOLARSHIP

I give and bequeath to the Trustees of The Frances Shimer Academy of the University of Chicago, located at Mount Carroll, Carroll County, Illinois, the sum of \$..... to be invested and called the ..... Scholarship.

### FORM OF BEQUEST FOR GENERAL PURPOSES

I bequeath to my executors the sum of ..... dollars, in trust, to pay over the same ..... days after my decease, to the person who, when the sum is payable, shall act as Treasurer of Frances Shimer Academy of the University of Chicago, located in Mount Carroll, Illinois, to be applied to the uses and purposes of said Institution as directed by its Trustees.

(This form may be used for bequests for endowment and scholarship purposes also.)



1000